TEACHER EDUCATION POLICY AND PRACTICE – EVIDENCE OF IMPACT, IMPACT OF EVIDENCE

Australian Teacher Education Association Conference Handbook & Abstracts
4 - 7 July 2017, Brisbane QLD
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*Program information contained in this handbook is accurate as at 27th June 2017.
Welcome to the 2017 conference of the Australian Teacher Education Association. We thank our hosts, the Learning Sciences Institute Australia at Australian Catholic University, for their hospitality in hosting the conference. As Conference Convenor I am extremely grateful to the wonderful team who have assisted in organising the conference and who will welcome you warmly in Brisbane.

The conference theme Teacher Education Policy and Practice – Evidence of Impact, Impact of Evidence speaks to the intensity of current debates about teacher education, teacher quality, and how these are assessed. Conference participants have responded enthusiastically to this year’s theme, resulting in a stimulating program of keynote presentations, papers, and symposia. I trust you will be both challenged and reassured by the state of teacher education research in Australia and that you will use this opportunity to expand your networks in teacher education.

This year’s conference reflects the ongoing development of ATEA as the peak body for teacher education research in Australia. Our journal is recognised internationally for the quality of research it disseminates, and I encourage conference attendees to submit their conference papers for publication in Asia-Pacific Journal of Teacher Education. This year we have also offered participants the opportunity to present ‘practice workshops’ as a forum for sharing innovative curriculum and pedagogies in teacher education. This is also the second year of our collaboration with Springer to publish an edited volume to accompany the conference. I hope you will consider submitting an abstract for potential inclusion in our 2018 volume.

The 2017 conference also marks the beginning of closer collaboration with colleagues representing the Teacher Education Forum of Aotearoa New Zealand (TEFANZ). TEFANZ members will present a Feature Symposium in Brisbane and plans are under way for a joint conference of ATEA and TEFANZ in 2018 to complement the conference of the World Federation of Associations of Teacher Education (WFATE) to be held in Melbourne in 2018.

I encourage you to get involved in the work of ATEA, whether as a conference participant, Executive member, or through your research and advocacy for the interests of teacher education and teacher educators. I trust ATEA2017 will re-energise you for this important work.

Kind Regards,

Professor Joce Nuttall
ATEA President and 2017 Conference Convenor
ACKNOWLEDGEMENT

We sincerely appreciate the support of our sponsors and hope as ATEA members you are able to support them in return.

SPONSOR

MAJOR SPONSORS

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SESSION AND DISPLAY SPONSORS

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Keynote Speakers

PROFESSOR VIV ELLIS
PROFESSOR OF EDUCATIONAL LEADERSHIP AND TEACHER DEVELOPMENT
KING’S COLLEGE LONDON

Viv Ellis is Professor of Educational Leadership and Teacher Development at King’s College London and a Professor II at Hogskolen I Bergen in Norway. After a successful career as a schoolteacher, he has worked at Brighton, Southampton and Brunel universities and, from 2002 to 2013, in the Department of Educational Studies at Oxford University, where he co-convened the Centre for Sociocultural and Activity Theory Research. The focus of his work has been on teacher education and development; cultural-historical activity theory and practice-developing research; and comparative studies of education – specifically related to teaching, teacher education and academic leadership. His research has been funded by the Arts and Humanities Research Council; the British Academy; the Higher Education Academy; the London Schools Excellence Fund; and the Society for Educational Studies. His most recent book (with Jane McNicholl) is Transforming Teacher Education: Reconfiguring the Academic Work. In 2014, he was a Julius and Rosa Sachs Lecturer at Teachers College, Columbia University, contributing to their ‘Landscape for Preparing Teacher Educators’ lecture series. He is currently contributing as a visiting researcher to the Teachers College ‘Educating the Teacher Educators’ project funded by the TC Transformation Initiative. Blog: https://vivellis.org/

PROFESSOR DIANA PULLIN
PROFESSOR OF EDUCATION LAW AND PUBLIC POLICY
LYNCH SCHOOL OF EDUCATION, SCHOOL OF LAW
BOSTON COLLEGE

Diana C. Pullin is a Professor of Education Law and Public Policy in the Lynch School of Education and the School of Law at Boston College. Professor Pullin is a leading US and international expert in law and assessment, testing and accountability systems for teacher education, performance and certification. The focus of her work is the impact of law on education practice and the impact of social science on the law. She is former Dean of Education at Boston College. She has served as legal counsel for students, educators, and school systems in many different types of education disputes, particularly over high stakes uses of testing. She has published numerous books, chapters, and articles on education law and public policy, educational and employment testing, educator quality, and individuals with disabilities. Professional standards of practice have also been a focus of her work; she is one of the co-authors of the 1999 Standards on Educational and Psychological Testing and she served as well for a number of years as a member of the Joint Committee on Standards for Educational Evaluation. Professor Pullin is a Fellow of the American Educational Research Association, is a Lifetime National Associate of the National Academy of Sciences, serves on the Board on Testing and Assessment of the National Research Council of the National Academy of Sciences, and is associate editor of the interdisciplinary journal Educational Policy.
Pre-Conference and Welcome Reception Venue

The pre-conference and Welcome Reception for #ATEA2017 will be held at the ACU Leadership Centre Level 3, Cathedral House, 229 Elizabeth Street, Brisbane. The ACU Leadership Centre is a contemporary, state-of-the-art education centre. It is in a convenient location, central to the Brisbane CBD, with superb facilities and technology support for collegial events.

Pre-Conference: ECR and HDR Forum
Tuesday, July 4th 9 a.m. – 3 p.m.

Welcome Reception ATEA 2017
ATEA & Springer Book Launch: Teacher Education Policy and Practice – Evidence of Impact, Impact of Evidence
Tuesday, July 4th 5 p.m. – 6:30 p.m.
Conference Venue and Floor Plan

#ATEA2017 Conference will be held at the Stamford Plaza Brisbane (Cnr Margaret & Edward Streets, Brisbane) from 5-7 July.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>9.00– 9:15 am</td>
<td>Registration and Arrival Tea &amp; Coffee</td>
<td>Foyer, ACU Leadership Centre Brisbane</td>
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<tr>
<td>9:15 – 9:30 am</td>
<td>Welcome and Introduction</td>
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<tr>
<td>9:30– 10.30 am</td>
<td>Researchers in the room – the CREATE network, sharing challenges, opportunities, strategies. Led by Dr Sharon McDonough</td>
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<tr>
<td>10.30- 11.00 am</td>
<td>Morning Tea</td>
<td>Foyer, ACU Leadership Centre Brisbane</td>
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<tr>
<td>11:00 -11.45 am</td>
<td>How to sell your research – Cathie Brown CEO Media Centre for Education Research Australia (MCERA)</td>
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<td>11.45am – 1.00 pm</td>
<td>Split workshops:</td>
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<td></td>
<td>Workshop A for HDR group: Surviving and thriving on the road to PhD completion. Led by Professor Viv Ellis, King’s College London.</td>
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<td>Workshop B for ECR group: Making a difference in teacher education: Goals and Strategies. Led by Professor Joce Nuttall, ACU.</td>
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<tr>
<td>1.00 – 1.30 pm</td>
<td>Lunch Break</td>
<td>Foyer, ACU Leadership Centre Brisbane</td>
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<tr>
<td>1.30 – 2.15pm</td>
<td>Writing for the Asia-Pacific Journal of Teacher Education. Led by the APJTE editorial team.</td>
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<td>2.15 – 3.00</td>
<td>You can’t ask that! Panel discussion with members of the ATEA executive where you can ask all the questions about academia that you’ve always wanted to know the answer to!</td>
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<td>3.00 – 3.15</td>
<td>Closing</td>
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<tr>
<td>5:00 –  6:30 pm</td>
<td>Welcome Reception ATEA 2017</td>
<td>Foyer, ACU Leadership Centre Brisbane</td>
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<td>ATEA &amp; Springer Book Launch: Teacher Education Policy and Practice – Evidence of Impact, Impact of Evidence</td>
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<td>8:00 – 9:00 am</td>
<td>Registration and Arrival Tea &amp; Coffee</td>
<td>Vestibule</td>
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<tr>
<td>9:00 – 9:30 am</td>
<td>Conference Opening, Welcome to Country and Introduction</td>
<td>Grand ballroom</td>
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<tr>
<td></td>
<td>Professor Claire Wyatt-Smith, Director, Learning Sciences Institute Australia</td>
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<td>Professor Joce Nuttall, President, ATEA and Conference Convenor</td>
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<tr>
<td>9:30 – 10:30 am</td>
<td>KEYNOTE ADDRESS: Professor Diana Pullin, Boston College</td>
<td>Grand ballroom</td>
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<td></td>
<td>What counts? Who’s counting? Teacher education improvement and accountability in a data-driven era</td>
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<tr>
<td>10:30 – 11:00 am</td>
<td>Morning Tea</td>
<td>Foyer</td>
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<tr>
<td>11:00 am – 12.30 pm</td>
<td>CONCURRENT SESSIONS</td>
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<tr>
<td></td>
<td>Location</td>
<td>Grand Ballroom I</td>
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<tr>
<td></td>
<td>Focus</td>
<td>Indigenous Teacher Education</td>
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<tr>
<td>11:00 – 11:30 am</td>
<td>Zane Ma Rhea</td>
<td>Amanda McGraw</td>
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<td>From policy to pedagogy: framing initial teacher education through UNDRIPS to influence pedagogical content knowledge</td>
<td>Site-based teacher education as a context for attending to the complexity and person-centred nature of teaching and learning; a narrative inquiry involving teacher educators from Australia and the United States</td>
</tr>
<tr>
<td>11:30 am – 12:00 pm</td>
<td>Sue Whatman &amp; Julie McLaughlin</td>
<td>Lauren Stephenson, Chrissy Monteleone, Kylie Halliday, Angie Munns, Marcia Almelor, Fiona Pollock, &amp; Soo Han</td>
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<td></td>
<td>Implications for Initial Teacher Education of the Embedding Indigenous Knowledges project</td>
<td>A critical analysis of school-university partnerships: A Community of Practice Model</td>
</tr>
<tr>
<td>12:00 – 12:30 pm</td>
<td>Peter Anderson, Jennifer Rennie, Simone White, &amp; Anna Darling</td>
<td>Brett Moore</td>
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<td>Improving Teacher Education for Better Indigenous Outcomes</td>
<td>Situated learning in a school-university partnership project: integrating pre-service teacher education in school-based educational change</td>
</tr>
<tr>
<td>12:30 – 1:30 pm</td>
<td>Lunch</td>
<td>Foyer</td>
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### Day 1: Wednesday, July 5th – Afternoon

<table>
<thead>
<tr>
<th>1:30 – 3:00 pm</th>
<th>CONCURRENT SESSIONS</th>
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<tbody>
<tr>
<td><strong>Location</strong></td>
<td><strong>Grand Ballroom I</strong></td>
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<tr>
<td><strong>Focus</strong></td>
<td><strong>Beginning Teachers</strong></td>
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<tr>
<td><strong>1:30 – 2:00 pm</strong></td>
<td><strong>Jillian Stansfield &amp; Deborah Heck</strong>&lt;br&gt;Beginning teacher professional conversations beyond the school and university – Exploring research design and methods</td>
</tr>
<tr>
<td><strong>2:00 – 2:30 pm</strong></td>
<td><strong>Rebecca Miles &amp; Sally Knipe</strong>&lt;br&gt;“I sorta felt like I was out in the middle of the ocean”: Novice teachers’ transition to the classroom</td>
</tr>
<tr>
<td><strong>2:30 – 3:00 pm</strong></td>
<td><strong>Maxine Cooper, Peter Sellings, Lauren Pettrass, Sharon McDonough &amp; Rob Davis</strong>&lt;br&gt;Initial Teacher Education Student Perceptions: Are they ‘Classroom Ready’?</td>
</tr>
<tr>
<td><strong>3:00 – 3:20 pm</strong></td>
<td><strong>Afternoon Tea</strong></td>
</tr>
<tr>
<td><strong>3:20 – 5:00 pm</strong></td>
<td><strong>Raffles</strong>&lt;br&gt;Teacher Education Federation of Aotearoa New Zealand Feature&lt;br&gt;Symposium: Experiences, evidence and equity: Impacts of ITE innovations in New Zealand</td>
</tr>
<tr>
<td><strong>3:00 – 3:20 pm</strong></td>
<td><strong>Grand Ballroom</strong>&lt;br&gt;Symposium: Evaluating the preparedness of graduate teachers at the point of entry into teaching: Implementation of the Graduate Teacher Performance Assessment (GTPA) as a summative assessment</td>
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<tr>
<td>Time</td>
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<tr>
<td>8:30 – 9:00 am</td>
<td>Registration and Arrival Tea &amp; Coffee</td>
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<tr>
<td>9:00 – 9:20 am</td>
<td>Housekeeping and Introduction&lt;br&gt;Teachers Mutual Bank ATEA Teacher Educator of the Year Award</td>
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<tr>
<td>10:30 – 11:00 am</td>
<td>Morning Tea</td>
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<tr>
<td>11:00 am – 12:30 pm</td>
<td>CONCURRENT SESSIONS</td>
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<td><strong>Location</strong>&lt;br&gt;Grand Ballroom I&lt;br&gt;Raffles I&lt;br&gt;Raffles II&lt;br&gt;Raffles III&lt;br&gt;Grand Ballroom II</td>
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<td><strong>Focus</strong>&lt;br&gt;Professional Standards&lt;br&gt;Fostering Professional Agency&lt;br&gt;Innovation and ICTs in ITE&lt;br&gt;Teacher Educators as Researchers&lt;br&gt;School-University Collaboration</td>
</tr>
<tr>
<td>11:00 – 11:30 am</td>
<td><strong>John Buchanan</strong>&lt;br&gt;How do the Standards stand up?&lt;br&gt;Applying quality teacher frameworks to the Australian Professional Standards</td>
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<td><strong>Alison Lugg</strong>&lt;br&gt;Complexity, collaboration and contradiction: Enabling relational agency in pre-service teacher professional experience</td>
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<td><strong>Janet Dyment</strong>&lt;br&gt;“There was nowhere to hide...”: The Surprising Discovery of How Weekly Web Conferences Facilitated Engagement for Initial Teacher Education Students</td>
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<td><strong>PRACTICE WORKSHOP</strong>&lt;br&gt;Marie Brennan &amp; Lew Zipin&lt;br&gt;Focussing research on big problematics in teacher education practice</td>
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<td><strong>PRACTICE WORKSHOP</strong>&lt;br&gt;Linda Westphalen &amp; Jarrod Johnson&lt;br“You scratch my back: The Impact of Teacher-Lecturer collaborative partnerships fostering in-service Professional Development”</td>
</tr>
<tr>
<td>11:30 am – 12:00 pm</td>
<td><strong>Teresa O’Doherty, Judith Harford, &amp; Tom O’Donoghue</strong>&lt;br&gt;The Emergence of Teacher Education as Public Policy: An Irish Case Study</td>
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<td><strong>Jenny Martin</strong>&lt;br&gt;Becoming professionally agentic: researching pedagogical reasoning in initial teacher education</td>
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<td><strong>Yvonne Masters, Sue Gregory, &amp; Stephen Grono</strong>&lt;br&gt;PST Online: Evidence of failed ICT impact or evidence to guide new policy?</td>
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<td><strong>Simone White &amp; Joce Nuttall</strong>&lt;br&gt;Strengthening a research-rich teaching profession for Australia</td>
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<td><strong>Amanda Isaac &amp; Susanne Hudson</strong>&lt;br&gt;Classroom ready teachers: Who is responsible?</td>
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<tr>
<td>12:00 – 12:30 pm</td>
<td><strong>Josephine Ryan &amp; Kathryn Glasswell</strong>&lt;br&gt;Reflective Practice in Teacher Professional Standards: Reflection as Mandatory Practice</td>
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<td><strong>Tony Loughland &amp; Hoa Nguyen</strong>&lt;br&gt;An activity theory analysis of a professional learning program in primary science</td>
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<td><strong>Simone White &amp; Joce Nuttall</strong>&lt;br&gt;Strengthening a research-rich teaching profession for Australia</td>
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<tr>
<td>12:30 – 1:30 pm</td>
<td>Lunch</td>
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# Day 2: Thursday, July 6th – Afternoon

## 1:30 – 3:00 pm

### CONCURRENT SESSIONS

<table>
<thead>
<tr>
<th>Location</th>
<th>Grand Ballroom I</th>
<th>Raffles I</th>
<th>Raffles II</th>
<th>Raffles III</th>
<th>Grand Ballroom II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Educational Futures</td>
<td>Fostering Self-efficacy</td>
<td>Intercultural Competence</td>
<td>Teaching History</td>
<td>Pedagogies of Teacher Education</td>
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<tr>
<td><strong>1:30 – 2:00 pm</strong></td>
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<tr>
<td>Sylvia Almeida</td>
<td>Policy-makers’ and practitioners’ perspectives on impact, evidence, and support for teacher educators implementing environmental education for sustainability</td>
<td>Donna Evans</td>
<td>Building teacher self-efficacy: The challenges for pre-service teacher educators in challenging times</td>
<td>Deborah Henderson &amp; Donna Tangen</td>
<td>Giving voice to reciprocal relationships: Australian and Malaysian Teacher Educators reflect on their collaborative practices to secure authentic short-term mobility experiences for future teachers</td>
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<td>Paul Reitano &amp; Satine Winter</td>
<td>Teaching history in times of curriculum reform</td>
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<td>Mia O’Brien, Melissa Cain, &amp; Stephen Billett</td>
<td>The Post-Practicum Experience – exploring the potential for evidencing impact and enhancing learning</td>
</tr>
<tr>
<td>Jeanne Allen, Suzie Wright, Kim Beswick, Neil Cranston, Ian Hay, &amp; Jane Watson</td>
<td>The role of teachers in impacting adolescent academic self-concept and educational aspirations in contemporary Australian society</td>
<td>David Lee</td>
<td>The impact of the pre-service and supervising teacher relationship on the development of pre-service teacher self-efficacy</td>
<td>Sue Smith</td>
<td>Exploring Religion and Cultural identity with pre-service teachers in Indonesia</td>
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<td>Mallihai Tambyah &amp; Deborah Henderson</td>
<td>Evidence of historical thinking: early career secondary teachers’ diverse approaches to implementing the Australian national history curriculum</td>
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<td>Amanda Lydon</td>
<td>Pre-service teacher dispositions concerning low SES schools: One participant’s journey</td>
<td>Amanda Gutierrez &amp; Alex Kostogriz</td>
<td>Exploring professional becoming and agency of pre-service teachers in an extended placement partnership model</td>
<td>Sharon Tindall-Ford &amp; Lynn Sheridan</td>
<td>Fit for the Profession: Judgement Making on Pre-service Teachers During Professional Experience</td>
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<td>Afternoon Tea</td>
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## 3:20-5:00 pm

### Grand Ballroom

- **Symposium: Promoting Resilience through Staying BRiTE: A national Australian collaborative project**
  - Discussant: Susan Beltman
  - Leanne Crosswell, Tania Broadley and Denise Beutel
  - Exploring career-changers’ experiences and strategies for building resilience.
  - Sharon McDonough & Amanda McGaw
  - The dispositions framework as a resource for resilience
  - Leanne Crosswell
  - Focus Group: Resilience in Teacher Education

### Raffles

- **Symposium: Opportunities and benefits of embedding sustainability education within teacher education in Australia**
- **Snowy Evans**
  - Key approaches to embedding sustainability in teacher education in Australia and internationally
- **Jo-Anne Ferreira**
  - The ESTEA system-change model for embedding sustainability in teacher education: Principles and implementation

## 5:00 – 6:00 pm

- **ATEA AGM A-PJTE 2016 Best Paper and Best Reviewer Awards**

- **Raffles I**
<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>8:30 – 9:00 am</td>
<td>Registration and Arrival Tea &amp; Coffee</td>
<td>Vestibule</td>
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<tr>
<td>9:00 – 9:10 am</td>
<td>Housekeeping and Introduction</td>
<td>Grand Ballroom</td>
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<tr>
<td>9:10 – 10:00 am</td>
<td>KEYNOTE ADDRESS: Professor Viv Ellis, Kings College London&lt;br&gt;&lt;br&gt;Reforming/transforming teacher education: The construction of impact in times of evidence-free policy</td>
<td>Grand Ballroom</td>
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<tr>
<td>10:00 – 10:30 am</td>
<td>Morning Tea</td>
<td>Foyer</td>
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<td>10:30 am - 12:00 pm</td>
<td><strong>CONCURRENT SESSIONS</strong>&lt;br&gt;&lt;br&gt;<strong>Location</strong>&lt;br&gt;&lt;br&gt;Grand Ballroom I</td>
<td>Location</td>
</tr>
<tr>
<td>Focus</td>
<td>Classroom Readiness&lt;br&gt;&lt;br&gt;Transitions and Early Childhood Teacher Education&lt;br&gt;&lt;br&gt;Intercultural Competence&lt;br&gt;&lt;br&gt;Wellbeing in Education Settings</td>
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<td>10:30 – 11:00 am</td>
<td>Deborah Heck, Susan Simon, Peter Grainger, Alison Willis, &amp; Karyn Smith&lt;br&gt;Career autonomy and teacher education&lt;br&gt;&lt;br&gt;Linda Hanington&lt;br&gt;Transitions into Teaching: Exploring how initial teacher education impacts career change teachers&lt;br&gt;&lt;br&gt;Gloria Quinones, Corine Rivalland, &amp; Hilary Monk&lt;br&gt;Mentor Positioning: Relationships between educators/mentors and international early childhood pre-service teachers</td>
<td>Final Ballroom I Raffles I Raffles II Raffles III</td>
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<td>11:00 am –11:30 am</td>
<td>Angelina Ambrosetti &amp; Gillian Busch&lt;br&gt;Perceptions of classroom readiness: What does it look like, feel like and sound like?&lt;br&gt;&lt;br&gt;Peta Salter &amp; Kelsey Halbert&lt;br&gt;Balancing classroom ready with community ready: a tale of critical service learning in ITE</td>
<td>Final Ballroom I Raffles I Raffles II Raffles III</td>
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<td>11:30 –12:00 pm</td>
<td>Ellen Larsen&lt;br&gt;Developing Professional Learner Identities: A Critical Piece in the Classroom Readiness Puzzle&lt;br&gt;&lt;br&gt;Katherine Bussey&lt;br&gt;Infant and Toddler Teacher Educators in Australia and Aotearoa New Zealand</td>
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<td>12:00 – 1:00 pm</td>
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## Day 3: Friday, July 7th – Afternoon

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### 1:00 – 2:40 pm

**Symposium: Juggling the demands of practicum: Critical perspectives of practicum experience through the eyes of pre-service teachers**

- Deanna Grant-Smith & Jenna Gillett-Swan
  - Financial stress, placement experiences and the pre-service teacher

- Leanne Crosswell & Denise Beutel
  - Juggling Professional Identities: career-changers experiences of practicum

- Jenny Buckworth
  - Symbolic violence, diversity and inequity in teacher education

**Symposium: Perspectives on performance assessment from the field**

- Colette Alexander, Elaine Sharplin, Tanya Doyle, B Maxwell, Brian Lewthwaite, Snowy Evans, Peta Salter, Claire Campbell, & Chris Walsh.

- Anna Du Plessis
  - Ecological Perspectives of the Alignment of ITE Programs through Performance Assessment to the Graduate Teacher Standards

- Joce Nuttall
  - Preservice teacher and teacher educator representations of performance assessment: Discourse analytic method
  - The impact of performance assessment implementation on the work of teacher educators

### 2:40 – 3:00 pm

**Afternoon Tea**

**Conference Conclusion**

**Handover to 2017 Conference Committee**

### 2:40 – 3:00 pm

**Foyer**
Abstracts

Day 1: Wednesday, July 5th – Morning

Keynote Address: Professor Diana Pullin, Boston College

What counts? Who’s counting? Teacher education improvement and accountability in a data-driven era

Around the globe, the goals for teacher preparation programs focus upon the creation of a better world through the provision of a more meaningful opportunity to learn for all students, both future teachers and the students they will eventually teach. Beginning in the late twentieth century, leaders within the field of teacher education embraced efforts to professionalize teaching and to reform the preparation of future teachers through implementation of research-based improvements to practice. Increasingly, however, voices outside the field of teacher education have criticized the quality and consequences of teacher education, seeking greater quality assurance, and calling for substantial reforms and more accountability for the enterprise (Australian Government, 2016; Hess, 2011; Michelli & Earley, 2011; Wilson & Youngs, 2005; Labaree, 2004; Kramer, 1991; Murnane, 1991).

This presentation offers an overview of policies for reform and accountability in teacher education, addressing the role of evidence and the opportunities for improvement within the field of teacher education. It focuses upon efforts to utilize tests or assessments and data-driven methodologies to inform government, the public, and educators. The discussion draws from the manner in which these issues have played out in the United States to contrast to the approaches and opportunities in the Australian context. The unsatisfying outcomes of many past initiatives in the United States point to the need to improve reform and accountability efforts in order to maximize the chances for meaningful change in education.

Grand Ballroom I

Indigenous Teacher Education

Zane Ma Rhea

From policy to pedagogy: framing initial teacher education through UNDRIPs to influence pedagogical content knowledge

The Australian government endorsed the UN Declaration on the Rights of Indigenous People in 2009 and since that time has initiated a number of policies in the sphere of education in order to address the aspirations of this document in collaboration with Indigenous education experts. Two important initiatives have given focus to government policy intentions: first, one of the educational goals of the Melbourne Declaration was to incorporate Indigenous histories and cultures into the Australian Curriculum and second, the newly formed Australian Institute for Teaching and School Leadership (AITSL) was charged with addressing Indigenous educational disadvantage by developing expectations about teacher capacities in the Australian Professional Standards for Teachers. This paper will argue that the “impact” and “evidence” nexus between policy and implementation in Indigenous Education in the field of initial teacher education is replete with contradictions, resistance, and fear even as powerful teaching and learning is taking place. The paper will first outline the “impact of evidence” that led AITSL to undertake research about the specifically Indigenous aspects of the APST Focus Areas 1.4 and 2.4 and the body of work that was developed from the research that the -author and colleagues conducted. It will then examine the development of a specialist unit of study “Perspectives in Indigenous Education” in terms of pedagogical content knowledge and report on the reactions from students and other academics. In the final section, the paper will critically examine the “evidence of impact” and offer some insights into the tensions that arise between policy intention and its translation through research into pedagogical content in initial teacher education.
In this paper we report on a case study built around a central question of “what has been your experience of embedding Indigenous knowledges (IK)” in Queensland schools. It specifically involved preservice teacher participants (n=12) enrolled in a Bachelor of Education degree, and their practicum supervising teachers (n=11) over a series of practicums in third and fourth year of study (or final practicums for graduate entry programs). A phenomenological lens (Brown & Gilligan, 1992) was used in this case study, combining a blend of theoretical frameworks including Indigenous standpoint (Nakata, 2002) and critical race theory (Ladson-Billings, 1999; Milner, 2007) to unravel the experiences of preservice teachers and their supervisors in various schools throughout Queensland. The preservice teacher participants were recruited first to the project, with the offer of resourcing support from the project team as they undertook their practicum requirements. Their supervising teachers were then invited to join, with eleven out of twelve supervising teachers electing to do so. The participants’ experiences reflected shifts from places of tension and uncertainty around how to embed IK in their particular teaching contexts, to feelings of empowerment and resourcefulness with their various successes.

We have interpreted these “lived experiences”(van Manen, 1997; 2007) of embedding IK as a form of restorative pedagogical justice (RPJ), which Donato (2004) has described as a collaborative process of building respect for each other’s identities and knowledges, aligning symbolically with the intentions of the Australian Curriculum cross curriculum priorities. The case study revealed moments in which both preservice and supervising teachers recognised and acknowledged the need for curriculum change in response to the embedding imperative as well as the need for affirmation from knowledgeable sources about their attempts to lead curricula and pedagogical change in their professional practice. Embedding IK as RPJ is one way for teachers to not only meet their professional practice obligations under current Professional Teaching Standards and the changing Australian Curriculum landscape, but also a practice that transcends professional obligation. We conclude with outlining the implications of embedding IK as RPJ for initial teacher education programs and the educators who teach into these programs. A key finding is that there are deep knowledge requirements for educators across all disciplines to understand what forms embedding IK can take in their disciplines and the nature of Indigenous community engagement required to facilitate this.

One of the main recommendations of the Indigenous Cultural Competency (ICC) Reform in Australian Universities (2011) project was for all university graduates to “have the knowledge and skills necessary to interact in a culturally competent way with Indigenous communities” (DEEWR, 2011, p. 9). Cultural competence was defined as “student and staff knowledge and understanding of Indigenous Australian cultures, histories and contemporary realities and awareness of Indigenous protocols, combined with the proficiency to engage and work effectively in Indigenous contexts congruent to the expectations of Indigenous Australian peoples” (DEEWR, 2011, p. 3). Universities in Australia aim to produce teaching graduates “who have a comprehensive understanding of remote education grounded in practical experience and theoretical knowledge” (DEEWR, 2011, p. 3). Reciprocally, and in the context of teaching placements and experience, universities are expected to structure their teaching degrees with “stronger capacity and credibility ... especially in terms of preparing teachers for work in rural, regional and remote Australia” (Trinidad et al., 2011, p. 112). Alongside these aims, familiar issues continue to affect (remote) pre-service teacher placement experience, educational outcomes of Indigenous learners, and the long-term benefits to the Indigenous communities. Continued high statistics of staff turnover and attrition, and inadequate preparation by universities reveal the struggle with the long-term sustainability of education initiatives in remote Indigenous communities (Warren & Quine, 2013; Riley et al., 2013; Partington, 2003). The issue seems to be co-dependent and cascading: the reliable and consistent provision of high educational outcomes for Indigenous learners in remote-area schools is inextricably linked to the quality of graduating teachers, who graduate from largely urban universities, and who may choose to undergo a remote teaching placement as part of their teaching degree. In turn, the remote area placement itself is tied to the type of relationship formed between the university and the remote-area school (e.g. long-term or temporary). In this regard, the formation and maintenance of long-term ‘quality’ relationships between the universities and the remote Indigenous schools and their local communities, is essential. / Initial Teacher Education (ITE) providers must be better informed and ready to embed culturally responsive strategies and resources into their ITE curriculum. A joint Office of Learning and Teaching (OLT) and Monash University project has
been commissioned to undertake research into improving educational outcomes of Indigenous students by focusing on improving teacher education, in the context of remote teaching placements. This long-term, well-planned project produced a capstone professional experience unit that houses other key documents including a set of key curriculum guidelines, partnership protocols, and illustrations of practice with videos of exemplary practices of teaching. This project ultimately contributes to the employment needs of remote Indigenous schools through the provision of highly trained, confident, and culturally responsive teachers.

Monash University research team will present the research-to-date as a practice workshop. The workshop will guide the participants through each stage of the project, including formation, literature review, methodology and data findings, and will provide practical guidance for implementation of findings in Faculties of Education. The practice workshop will conclude with a Q&A session with the researchers.

Raffles I

School-University Partnerships

Amanda McGraw

Site-based teacher education as a context for attending to the complexity and person-centred nature of teaching and learning: a narrative inquiry involving teacher educators from Australia and the United States

While research suggests that those who graduate from site-based teacher education programs are better prepared to teach (Darling-Hammond & Baratz-Snowden, 2007), Zeichner (2012) reminds us that advocates of practice-based teacher education give insufficient attention to other aspects of teaching that are fundamentally important to improving the quality of teaching (p. 376). This narrative inquiry foregrounds stories told by teacher educators who work within site-based teacher education programs separated by vast distances (one in Australia and the other in the United States). While the university and school contexts differ in some cultural respects, there are fundamental similarities between the site-based programs which have emerged through responsive, social, dynamic processes. Theory/practice connections are heightened through a focus on movement between diverse spaces and learning from different voices; critical attention to teaching and learning situations; the use of experiential learning processes; and the ongoing commitment and passion of those who work behind-the-scenes to develop and maintain partnerships. This study examines the challenges associated with measuring the impact of site-based teacher education; however, argues that the experiential and critically responsive processes central in the programs prepare pre-service teachers for the complex system of schooling (Cochran-Smith, Ell, Ludlow, Grudnoff, & Aitken, 2014) and its person-centred nature (Fielding, 2006).

While this inquiry involved colleagues at the University of Georgia (UGA) in Athens, USA (Associate Professor Janna Dresden who is Director of the UGA College of Education’s Office of School Engagement (OSE); Erica Gilbertson, Project Manager in the OSE; and doctoral student Melissa Baker), the presentation will be made by Dr Amanda McGraw at Federation University who will represent and acknowledge the work of all participants.

Lauren Stephenson, Chrissy Monteleone, Kylie Halliday, Angie Munns, Marcia Almelor, Fiona Pollock and Soo Han

A critical analysis of school-university partnerships: A Community of Practice Model

This paper describes and evaluates a model of initial teacher education that places professional experience squarely at the centre of the initial teacher education program and contains many of the elements now seen as critical in preparing ‘classroom ready’ teachers with a focus on professional learning of all partners within and across universities, education sectors and schools as they share responsibility and ownership together. The model assumed a ‘flat’ rather than hierarchical structure, where all participants collaborated to scaffold and build teaching practice experience and knowledge, ensuring professional learning outcomes for all involved. The model used a triadic pre-service teacher placement structure during their professional experience where teacher education students (TES), teacher mentors and tertiary supervisors operated as a true Community of Practice (CoP) with the aim of developing TESs ability to confidently and consistently demonstrate achievement of the graduate
teaching standards. A concurrent aim was to develop the teacher mentors’ skills in coaching and mentoring in order to provide TESs with opportunities to demonstrate and reflect on the teaching standards and their impact on student learning.

Spearheaded by a ‘NSW Department of Education Professional Experience (PEX) Hub Schools’ initiative the aim of this case study was to investigate how a differentiated model of professional experience might operate for the mutual benefit of teacher mentors, teacher leaders, teacher education students and tertiary supervisors within Strathfield South Primary School and its community of nine schools and Carlingford High School. Data were collected with participant consent in the following ways: self-response by participants through Likert-scale survey items and open ended questions; focus group discussions; dialogue and follow up focus groups; journals and observations (live/video).

The results identify ways to promote collaboration, professional dialogue and relational leadership in order to improve our understanding of how communities of practice could operate in future school based professional experience placements for the mutual benefit of all CoP members and community partners.

The paper discusses successes and challenges of these partnerships and innovative professional experience models including the importance of co-construction of the models, explicit expectations and ongoing communication; adequate time for the development of positive partnership relationships; workload arrangement; the critical role of the mentor; the role of the mentee and tertiary supervisor; mentoring professional learning support; mentoring as a form of teacher leadership; time for the development of mentoring relationships; the significance of university presence; and how developing and sustaining relationships among the CoP members is established. In conclusion it analyses how the model can challenge and inform school engagement, partnerships and current professional practice perspectives.

Brett Moore

Situated learning in a school-university partnership project: integrating pre-service teacher education in school-based educational change

Problem Statement: The study investigates how a school / university partnership involving pre-service teachers (PSTs), teacher mentors, teacher educators and school students has impacted on instructional practice, participant engagement and learning.

Key Questions of the study: To what extent does this site-based model of PST education:

• enable the integration of theoretical knowledge and professional practice across the three domains of a pre-service teacher (PST) education program?
• align PST learning with Department of Education and Training (DET) goals and priorities?
• enhance the quality of a PST’s experience?
• enhance a PST’s self-efficacy through a sense of belonging?
• impact upon the quality of professional practice?

Main argument: This research seeks to establish a more productive and beneficial form of PST education that has positive benefits for the education system. Through an examination of a specific school-university partnership, recommendations are drawn in relation to how a site-based model of pre-service teacher education can enhance the quality of teacher preparation.

Sources of evidence: Surveys, interviews and focus groups of participating PSTs, teacher mentors and teacher educators were carried out to produce longitudinal data from 2011-2013. Surveys of participating school students were conducted to measure the impact of the educational partnership on their learning, attitudes and engagement. The same survey was re-written for other stakeholder perspectives to provide for comparative analysis.

The study has also tracked the career destinations of pre-service teachers as they have entered the work force as newly qualified teachers. The study has examined the perceptions of teacher graduates regarding the extent to which the site-based model of pre-service teacher education impacted upon their learning confidence and capacity to meet the professional standards of a beginning teacher as evidenced in the Australian Institute of Teaching and School Leadership (AITSL).
Findings and Results: The evidence from the study demonstrates that the school/university partnership has enabled all stakeholders who participate to learn: the school students through the developing contributions of pre-service teachers (PSTs); the PSTs as they work in authentically demanding practice; and the teachers whose professional understanding and practice is developed when they take on the primary mentoring responsibility of PSTs.

Conclusions and Recommendations: The outcomes and recommendations of this study are intended to provide educators and government bureaucrats with a process or template, upon which an educational partnership can be pursued, investigated and analysed and a way in which the narratives of stakeholder participants are able to impact upon research outcomes and recommendations for improvement. The stakeholders who will benefit from this research and contribution to knowledge are educators, students, tertiary and DET policy-makers and the education system in general.

Raffles II

Mentor Teachers
Lynn Sheridan and Sharon Tindall-Ford

Educative mentoring within mentoring relationships: A case study of successful dyads

Research has shown that the quality of a pre-service teacher professional experience may largely be dependent on the mentoring and the supervisory support pre-service teachers’ receive (Hudson & Hudson 2010; Grossman 2010). Quality mentoring has benefits to both the pre-service teacher (mentee) and supervising teacher (mentor) (Starkey & Rawlins 2011). For the pre-service teacher quality mentoring supports their understanding of teaching, learning and provides insights into how school and classrooms operate along with developing teaching practice (Flavian, & Krass, 2015). For the supervising teacher mentoring provides unique opportunities to reflect on, and improve their own teaching practice, with the opportunity to contribute to the professional development of the next generation of teachers (Ambrosetti, 2014). It can be argued that effective mentoring must move beyond emotional support, brief technical advice or mere occupational socialization to a working partnership where mentors and mentees are “co-thinkers who engage in productive consultations” (Feiman-Nemser, 2001, p. 22). A strategy to support collaborative, effective mentoring in education is the use of Instructional Rounds (IR). IR’s provide a structured way for dyads to work together to improve their practice through the cycle of observation-analysis-discussion-implementation, supporting an inquiry-based approach to mentoring (City, Elmore, Fiaman & Teitel, 2009). This study furthers our understanding of mentoring partnerships by investigating the professional learning and the unique relationship between supervisor and pre-service teacher dyads throughout a series of IR’s during an extended professional experience program.

The researchers used Feiman-Nemser (2001) five interrelated concepts of effective mentoring to analyse the four dyads’ mentoring relationships and interactions that occurred during an extended professional experience program. The methodological approach adopted for this study was qualitative practitioner research (Bogdan & Biklen, 2007). Data collection for this study was taken from eight individual semi-structured interviews (n= 4 mentees; n=4 mentors) conducted on the completion of an extended professional experience program. The interviews focused on the participants’ teaching, professional learning and mentoring experiences. Data analysis for the final individual interviews used a within-case analysis (Merriam, 1998). The researchers first used descriptive/inferential codes (Miles and Huberman, 1994), which were than grouped into key categories. To extract illustrative statements for each category Kvale & Brickmann, (2009) a strategy of ‘categorization, where the meaning of long interview statements is reduced to a few simple categories’ (p. 203) was used. Data relating to Feiman-Nemser’s (2001) five interrelated ideas of effective mentoring was then aligned to data statements drawn from the data set. Data from each of the pairs in each dyad (1mentor+1mentee) was then connected to form a single case study (4 case studies in total).

Analysis of final individual interviews provided insights into the different relationships and the nature of the mentoring partnerships that supported professional learning in each dyad pair. The study confirmed the value of IR’s as a vehicle for enhancing collaborative discussions and learning within the mentoring relationships. This presentation will provide a discussion of the four different case studies and highlight aspects of effective mentoring within each dyad partnership and what educative mentoring looked like for individuals.
A functional mentoring relationship is essential for the progression of a mentee (e.g., early-career teacher) during a practicum experience. Conflicts can occur in mentoring programs that require problem solving yet little information is presented around mentor-mentee relationships in schools and how conflicts are resolved. Many mentors are untrained in mentoring (Hudson, 2010; Teacher Education Ministerial Advisory Group, 2014), and effective teachers may not necessarily make effective mentors (Evertson & Smithey, 2000), which can be a reason for some mentoring relationships breaking down. For example, Hobson et al. (2009) claim that “mentoring may even have the potential to do harm” and such occasions may be the result of failing to meet “conditions for effective mentoring” (p. 214). A positive mentor-mentee relationship is a two-way experience where both have roles for forming and sustaining the partnership. Despite the inexperience of mentees, negative professional school experiences may occur as a result of their own behaviours and practices (Eby & McManus, 2002). What are mentors’ perspectives of conflicts within mentor-mentee relationships and how might these be resolved? Ethical approvals were gained from the university, schools, and participants. This qualitative study uses a constructivist approach within grounded theory for understanding participants’ experiences of phenomena (i.e., conflict and conflict resolution within mentor-mentee relationships). The study collected data from 31 high school mentor teachers about their experiences with conflict and conflict resolution when mentoring preservice teachers. Three themes emerged around the causes of conflict in the mentor-mentee relationship, namely: (1) personal issues (i.e., incompatibility, personality differences, language); (2) pedagogical issues (i.e., lack of pedagogical and content knowledge, differences in teaching styles); and (3) professional issues (e.g., unsuitable attire, inappropriate social networking, unsuitability for profession). A range of conflict resolution strategies are discussed, such as maintaining a positive professional relationship, regular feedback as a way to address issues, sharing responsibility and empowerment, and using empathy for conflict resolution. Ways to resolve conflicts need to be embedded in university documentation to assist mentors when faced with similar circumstances. Knowledge of conflicts and resolution strategies can assist mentors, mentees and peripheral personnel (e.g., school executives and university staff) to facilitate more productive mentoring programs. However, more qualitative research is needed around conflicts and conflict resolution to gather a bank of strategies that may assist mentors and mentees during the mentoring process.

Recent reviews into teacher education have highlighted the role of the mentor teacher during professional experience. A mentor teacher enables and advises a less knowledgeable individual to develop higher cognitive functions during their journey of connecting theory and practice through ancillary interaction. While university programs teach theoretical concepts, the role of the mentor teacher during professional experience assists preservice teachers to enact theories and knowledge learned at university. The role of the mentor is highlighted as important in the literature in the development of the preservice teacher. Of significance is mentoring as a catalyst for success which has implications for preservice teachers’ and their acquisition of knowledge, skills and processes for competence in teaching. This study proposes to explore and describe the perceptions of preservice teachers about their mentoring experiences, specifically in relation to the teaching of literacy during their in-school professional experience. The definition of literacy is broad, therefore for the purposes of this study the English General Capabilities Literacy [EGCL] as outlined by the Australian Curriculum and Reporting Authority [ACARA, 2008] will be the classification engaged in this project. The EGCL, as defined by ACARA are categorised into five domains – Reading, Writing, Listening, Speaking and Viewing and therefore, this study will explore and describe the mentoring experiences of preservice teachers in relation to these domains. A social ontological position provides the platform through which this study is conducted. The construction and transmission of knowledge between mentor and preservice teacher relies on social interaction and as such, Vygotsky’s (1978) Social Development Theory offers a theoretical framework for this study. To form a robust picture of preservice teachers’ mentoring of literacy across both primary and secondary settings, an exploratory, sequential mixed methods approach will be utilised. Surveys will be used in the first instance and this data will inform subsequent interviews to highlight the perceptions of the preservice teacher and expose the extent to which the EGCL are addressed during professional experience and shared by the mentor.
Switching primary school teachers onto STEM using a pedagogical framework for technology integration: The case for High Possibility Classrooms in Australian schools

Education in Science, Technology, Engineering and Mathematics (STEM) is a significant issue for governments and organizations across the world as concerns are expressed about students’ lack of progress in these curriculum areas. In Australia, primary school teachers’ capacity and confidence in teaching the STEM disciplines has been identified as wanting. The research questions that framed the study focused on how primary school teachers could improve their capacity and confidence in teaching STEM disciplines through use of a pedagogical scaffold known as High Possibility Classrooms (HPC). The paper draws on findings from research that used the new framework for technology enhanced learning to develop integrated STEM teaching and learning approaches in a community of five Sydney primary schools with 16 experienced teachers over one 10-week term. It ties together findings that concurrently examined notions of teacher concerns of self-efficacy, agency and leadership related to an innovation. Teachers in the study attended a professional learning workshop conducted by an academic partner where they became familiar with the HPC framework, action research processes and content/resources for the integration of STEM content. Approved by the university ethics committee and the state education department, data were collected from participants using observations, two survey instruments, document analysis, interviews, and focus groups with students from each teacher’s classroom. The research concluded with a culminating TeachMeet acting as a forum for cross-case analysis with all participants. While the research set out to explore teachers’ confidence and capacity, it found that making an impact on teachers’ subject matter knowledge in the four STEM disciplines was possible when the focus was on teaching and learning using a pedagogical framework and this increased their sense of agency. Furthermore, the findings illustrate that the HPC framework builds teacher self-efficacy in STEM and that being involved in professional learning conducted, as a leadership research experience, is beneficial. The paper argues for increased professional development resourcing in Australian schools and systems to match the STEM rhetoric evident in government guidelines and reports, and it concludes by recommending that more schools consider pedagogical scaffolds to integrate STEM curriculum to sustain and grow teachers’ practices in this relatively new education policy commitment.

Becoming a science teacher educator: developing my knowledge of practice through self-study

The transition from school teacher to teacher educator can be a difficult, challenging and confronting process especially when one is trained as a secondary school science teacher (content focus) and then begins teaching into pre-service teacher education units (pedagogy focus) majoring in primary science. In the absence of formal ‘teacher educator’ preparation and with limited ongoing professional development, alongside the need for a well-defined teaching base of teaching about teaching, self-study research can be undertaken as a way of developing meaningful understandings about ‘teacher educator’ roles.

This paper presents research findings from a self-study research project I undertook as a beginning teacher educator during a primary science education unit in an undergraduate tertiary education degree. I was supported in my research by two critical friends who were also my mentors. Data consisted of written notes or audio recordings of reflections before and after teaching (lectures and tutorials); weekly planning meetings and debrief sessions with a critical friend and co-teacher; observations and field notes from my critical friend/co-teacher; and completion of a ‘learning list’. Data captured elements of planning, enactment, reflection and learning from experience which was underpinned by the questions:

- What happened?
- What did I do and why?
- What might I do next?
- What did I learn from the experience?
A thematic analysis of the data was conducted by my critical friend who had not been teaching in the unit and themes were verified by the other two researchers. This triangulation ensured the data was not driven by one experience and that the resultant learning was not in opposition to the learning borne of the lived experience.

Findings revealed that the notion of pedagogical discontentment (Southerland, Sowell, Blanchard, & Granger, 2010) arose as a recurrent issue across all data sets and thematic analysis led to the development of three themes that underpinned this predominant issue and appeared to be consistent across all data sets. The themes were:
1. Seeing what I don’t know: The novice in me.
2. The shift: Transforming science content into meaningful science teaching and learning.
3. How do I put theory into practice?

Through this self-study I came to appreciate and understand teacher education differently to that which I had envisaged from the other side of the desk when I was a pre-service teacher. I came to appreciate that the complexities associated with teaching science teaching, such as learning what I did not know I didn’t know (e.g. the Meno paradox) and struggling to find productive ways of translating theoretical perspectives into practice, especially with tertiary level students.

The implications for my learning and teaching include greater appreciation for, and comfort with uncertainty as an essential aspect of learning. Through engaging with self-study I have a greater appreciation for the importance of articulating my pedagogical reasoning not only for my students, but also as a basis for better understanding my professional knowledge development.


Peter Sellings, Karen Felstead and Antira Goriss-Hunter
Developing Pre-Service Teachers: The Impact of an Embedded Framework in Literacy and Numeracy

This presentation focuses on the development of literacy and numeracy skills of pre-service teachers. It introduces an embedded enhancement framework of literacy and numeracy support named the DEER (Developing, Embedding, Extending, Reflecting) framework, which was developed by the researchers. This framework was implemented in initial teacher education (ITE) programs in regional Australian University.

The research question for this research was “Does the implementation of the DEER framework lead to improved literacy and numeracy results?” Ethics approval was obtained in October 2017 for this project by the University Ethics Committee.

The data presented is quantitative and draws on two student test results in both literacy and numeracy. These tests were undertaken by pre-service teachers, before and after the implementation of the DEER framework. The hypotheses tested as part of the analysis of the data were:
1. Did pre-service teachers exposed to the DEER framework significantly increase their numeracy skills as measured by the purpose designed ACSF level 4 test?
2. Did pre-service teachers exposed to the DEER framework significantly increase their literacy skills as measured by the purpose designed ACSF level 4 test?

Effect sizes for the changes in the test results are presented with the effect size for the numeracy testing calculated as 0.99, while the effect size for the literacy testing was 0.75, indicating a significant improvement by students after exposure to the DEER framework.

The improved literacy and numeracy skills evident in our pre-service teachers will not only better prepare them for their future career, but will also assist them to be successful in LANTITE testing. While the DEER framework was implemented in a regional Australian context, we strongly suggest that our research has implications for other universities in both regional and metropolitan areas.
Day 1: Wednesday, July 5th – Afternoon

Grand Ballroom I

Beginning Teachers

Jillian Stansfield and Deborah Heck

*Beginning teacher professional conversations beyond the school and university – Exploring research design and methods*

Teacher attrition in the first five years of professional life is an ongoing issue for workforce planning in Australia and Internationally. Le Cornu and colleagues have problematized the importance of the support provided in both personal and professional spaces for early career teachers. Professional conversations during a practicum can provide a place for collaborative, reflective practice. However, there are a variety of reflective practices that occur outside the practicum. While much research explores professional relationships, the contribution of more personal support is an emerging research area. Hence, an understanding of where and how beginning teachers develop as teachers outside the traditional binary of school and university is a significant gap in the literature. The purpose of this paper is to investigate Third Space Theory as a framework for exploring professional conversations that support beginning teachers as they move from their final professional experience placement into their first year of teaching. The research will seek to explore the learning context where conversations take place as well as the content, to provide an understanding of the contemporary learning outside the traditional realm of initial teacher education within a school and university context. The paper offers an exploration of methodological implications for educational research in the context of beginning teachers’ conversations in the Third Space. It will chart possible research methods, techniques and ethical implications that provide scope for educational researchers to explore this important research space.

Rebecca Miles and Sally Knipe

*I sorta felt like I was out in the middle of the ocean*: Novice teachers’ transition to the classroom

Teacher education in Australia is going through a period of significant change. State and Federal governments are increasingly focusing on teacher education as a key reform strategy to school improvement. Resulting policy changes have led to higher accreditation standards for teacher education course, with particular emphasis on five key areas: entry and pathways; national accreditation; literacy and numeracy testing; evidence of impact on student learning; and, classroom readiness. In response to the requirement for university teacher education courses to demonstrate evidence of the quality of their graduates, we undertook a research project in 2015 tracking graduates in their transition to novice teaching. This research utilised a qualitative interpretivist methodology. Graduate teachers were interviewed with a schedule of questions intended to establish their perceptions of course experience, readiness to teach, and transition to teaching. In order to develop more credibility and authenticity in the research design, where possible the work supervisors of the graduate teachers were interviewed to ascertain their perceptions of the graduates’ transition to teaching and classroom readiness. Ethical approval was provided by the La Trobe University ASSC College ethics committee, the Victorian Department of Education, and the four Catholic Dioceses education departments in Victoria. For this presentation, we have drawn data from the broader project to focus on the novice teachers’ transition to teaching and perceptions of their classroom readiness.

Maxine Cooper, Peter Sellings, Lauren Petrass, Sharon McDonough and Rob Davis

*Initial Teacher Education Student Perceptions: Are they ‘Classroom Ready’?*

The concept of “Classroom Ready Teachers” has emerged in the Australian Education context following the publication of the Teacher Education Ministerial Advisory Group’s report (TEMAG, 2015). This report states, among other issues, that genuine assessment of classroom readiness must capture the complex skills required for teaching (TEMAG, 2015, p. 13), and discusses the necessity to provide robust evidence from multiple viewpoints.
This research explored teacher education graduates’ perceptions of what it means to be “classroom ready” and examined the contextual factors that influenced the transition to the profession for graduate teachers. Students from 3 Australian universities that had completed their initial teacher education (ITE) program, but had not commenced employment in the profession were invited to complete an online questionnaire that examined perceptions of their confidence and competence to address teaching challenges. This project has ethics clearance from the universities involved with this research. The questionnaire was comprised of Likert scale and short-answer response questions (44 in total) that were underpinned by the Australian Graduate Teacher Standards (AITSL, 2014), for example: understand the well-being needs of students; and explain 3-5 principles of feedback that you would use in your classroom. To date, 22 Students have responded, with data collection continuing.

A second cohort of participants (11 students) that had experienced the teaching profession, and/or had applied for teaching positions were also interviewed. These interviews were conducted face-to-face or by telephone and sought information on their post-graduation experiences; how their ITE prepared them for the profession; and the major professional challenges in teaching.

Thematic analysis of interview and survey responses showed common themes regarding perceived and actual readiness for the classroom. Surveyed students generally reported feeling prepared in terms of curriculum understanding and general relationship building in classrooms, but often identified a need to develop skills in behaviour management and/or differentiation. The students that were interviewed frequently mentioned the workload associated with teaching and their over ambitious expectations of what could be achieved. This research is significant in that it identifies a change in focus from issues of perceived professional competence to one of necessary professional accommodation following exposure/experience in the profession. Of interest, therefore, will be the manner in which this accommodation occurs in the classroom and the impact that it may have on classroom practice. As this is part of a pilot project data collection is ongoing, and this presentation will discuss contemporary research findings and implications in terms of current developments in teacher education, along with directions for future research.

Raffles I

Characteristics of PSTs

Sandy Schuck and Meera Varadharajan

Career Changers as Game Changers in Teacher Education

Teacher education (TE) programs are currently facing some challenges in graduating competent classroom-ready teachers (Buchanan & Schuck, 2016) who are able to prepare school graduates for a changing society and for differentiated and diverse career pathways (Bahr & Mellor, 2016, foreword). There is a need for such programs to attract student teachers with varied backgrounds as it is thought that diversity will strengthen the teaching profession (Boser, 2011). Career changers form one such cohort. Currently, career changer student teacher numbers are steadily increasing, both nationally and internationally (Hart Research Associates, 2010; McKenzie et al, 2014; UK Department of Education, 2013; Varadharajan, 2014).

In response to the above issues and in the light of a lack of an explicit focus on and critique of the policies and practices that acknowledge and benefit the specific group of career changers, this presentation argues for the value of career changers in the teaching profession and considers their key characteristics, needs and experiences to suggest implications for policies and practice. The claims discussed in the presentation have arisen from literature on career change teachers, and are supplemented by findings from two research studies undertaken by the authors, one on career change beginning teachers (Varadharajan, 2014) and the other on career change student teachers (Varadharajan, Carter, Buchanan & Schuck, 2016). The presentation is underpinned by a phenomenological and an interpretive approach to understanding career changers’ contributions to and impact on teaching and TE policy and practice (Varadharajan, 2014). Data collection in Study 1 occurred through in-depth semi-structured interviews with 7 participants and in Study 2, more than 500 career change student teachers responded to an online survey.
questionnaire sent out to student teachers in all Australian TE programs. Analysis in Study 2 was done through a process of data reduction, coding, and forming of themes and in Study 1, qualitative themes were drawn using a phenomenological framework.

Findings from both studies confirmed previous literature that many career changers are driven by intrinsic motives and altruistic choices when they choose to enter the teaching profession and that they bring passion and commitment to their teaching role. Study findings also revealed participants’ abilities to knowledge-share through professional experience and to build theory-practice connections in classrooms to prepare students for the workforce. A number of constraints emerged concerning participants’ experiences as student teachers. These constraints included lack of recognition of their particular circumstances and financial concerns.

There are implications for teacher education policy and practice to recognise career changers’ prior careers and life experiences and their unique contributions to the profession as well as to manage their expectations and support their needs as mature age workers. Given the potential contributions of this cohort and the value they bring to the teaching profession, policy and practice might need to consider how career changers can be game changers in teacher education.

Penny Van Deur, Rebecca Napier, and Michael J Lawson

*Pre-Service Teachers’ Knowledge about learning and Teaching*

Learning is to a significant degree a self-regulated process. Concerns have been raised in recent times about the degree of development of teachers’ and students’ knowledge about the self-regulation of learning. A prime concern is whether teachers’ and students’ knowledge about learning is sufficient to effectively exploit currently available knowledge about the effective self-regulation of learning. In this paper we discuss findings from a study we have carried out with pre-service teachers. In this study, second-year teacher education students completed a survey in part of which they were asked to describe a procedure that helped them to learn and then to explain why that procedure helped their learning. For the latter question they were encouraged to use their knowledge of learning theory in setting out their explanation. For the data our first interest was to identify the focus of participants’ attention, what they nominated as the teaching and learning procedures (or practices) that supported high quality learning. A second objective was to describe the complexity of participants’ responses which has been argued to be a key component of high quality knowledge about learning. The findings provide further evidence of the state of knowledge about the self-regulation of learning in 430 preservice teachers. At a general level the findings reinforce the view that the rich body of knowledge about the self-regulation of learning is still yet to be effectively exploited by many of the participants. It is likely that the findings emerging in our sample will also be applicable to significant numbers of teachers and students in other contexts, as well as teacher educators. Implications of the findings are discussed in relation to the focus on knowledge about learning in teacher preparation.

Susan Buchan

*‘It’s not just with music. It’s with a whole range of other things too’: Teachers’ personal interpretative frameworks and pedagogical change*

In Australian government primary schools, generalist teachers are often required to teach classroom music. Many express feeling constrained in their ability to do so. In seeking to understand factors that thwart generalist teachers' capacity to develop classroom music learning, researchers are frequently reporting inadequate musical self-confidence and self-efficacy. However, self-confidence and self-efficacy are expressions of teacher identity. They do not constitute teacher identity. In this paper, findings from a doctoral action research study will be discussed in which the researcher sought to develop music learning and teaching in collaboration with generalist teachers and the principal of a small regional primary school. Data were derived from the researcher/music teacher’s reflection on the implementation and development of music learning and teaching, and interviews with generalist teachers, the principal and a class of Year 3/4 students. Data also included the students’ artwork that was painted in response
to participation in music learning. The study, which conformed to university ethics requirements, was conducted over two school terms.

A conceptual framework of Kelchtermans (2009) will be discussed for exploring teachers’ personal interpretive frameworks. It offers the potential to develop a nuanced understanding of how teachers see themselves, pedagogy and curriculum innovation. Kelchtermans' conceptual framework is inclusive of two related areas: the way that teachers see themselves individually and collectively, and their subjective educational theories. The findings of this study reveal the powerful influence of individual and collective self-understandings and subjective educational theories on teachers’ capacity to reflect critically on pedagogy. This paper will consider how understanding teachers and their responses to the development of music learning and teaching have implications that extend beyond the curriculum area of music. A complex understanding of teachers and the role of their subjective educational beliefs has implications for curriculum innovation, pedagogy and for pre-service teacher education.

Keywords: music learning, teachers' personal interpretative frameworks, curriculum innovation, pre-service teacher education


Raffles II

Building Professional Knowledge

Parlo Singh, Jeanne Allen, and Leonie Rowan

Issues in Teacher Education: A Review of Most Cited and Most Downloaded Papers in the Asia-Pacific Journal of Teacher Education

Session sponsored by Routledge T&F Group

Objectives

This paper seeks to provide insight into the type and range of papers that are most and least downloaded, and the type and range of papers that are most cited in the Asia-Pacific Journal of Teacher Education (APJTE). The aim in doing so is to engage members of the Australian Teacher Education (ATE) community in discussing how we might contribute to further raising the quality of the journal. The questions that this paper addresses therefore include:

1. Which papers are the most downloaded in the APJTE? What is the range between the most downloaded papers? Which papers are the least downloaded? What is the range between the least downloaded and most downloaded papers? Why might certain papers attract downloads? What is the composition of the audience downloading these papers?
2. Which papers are the most cited? What is the range between the most cited papers? Who cites these papers? Why might these papers be cited?
3. How can we, as members of the ATE community, contribute to the overall quality of APJTE and increase both citations and downloads of papers?

Methodology

This article is timely, given that APJTE in its current form is now over 20 years old (1996-2016). The journal was formerly known as the South Pacific Journal of Teacher Education (1973-1995).

Data for the paper were generated for the twenty year period of the journal’s life, focussing initially on citation reports (Web of Science) and Scopus (SJR) indicator data for 2014. These data sets indicated that APJTE was ranked third among five selected teacher education journals (Journal of Teacher Education, Teaching and Teacher Education, Teachers and Teaching: Theory and Practice; and Teaching Education). This preliminary investigation led
to the generation of data on the most read and cited articles in the journal, with a particular focus on those articles which were both most read (downloaded) and most cited.

Preliminary exploration of the data on most read and most cited articles produced the following findings. Of the five most read and cited papers, two papers were empirical studies focussed on the preparation of in-service teachers in the areas of inclusive education and diversity in education. The methods used in the research studies included: survey instruments eliciting information on pre-service teacher perceptions; university teacher evaluations/questionnaires; reflective logs and focus group interviews. By contrast, three papers were theoretical papers focussed on the application or use of theories developed elsewhere to the field of teacher education: practice theory; place-based education; and cultural capital from Bourdieu. The most cited and read papers were produced by Australian academics writing about in-service teacher education in Australian universities.

Theoretical Framework

We draw on a growing body of literature on the development of epistemic or knowledge communities and the ways in which knowledge grows or develops over time. For example, Michael Young, drawing on the work of Basil Bernstein, distinguishes between vertical and horizontal knowledge growth; and powerful and everyday knowledge forms (Young & Muller, 2014; 2010). In a contrasting approach to knowledge generation and growth, Bill Green (2009) focuses on local knowledge generation, and John Law (2011) writes of knowledge places. Our theoretical framing of the study will engage with the work of these diverse scholars of knowledge generation, growth, and dispersal to explore the knowledge generated by the scholars contributing to APJTE, and the work of APJTE in constituting a knowledge community.

Francine Bennett

Negotiated Inquiry Project: A high impact learning experience to build professional knowledge

Teacher education in the 21st century must provide high impact learning experiences that promote reflective practice and actively connect pre-service teachers with opportunities to build on the professional learning gained during their initial teacher education and align it to their awareness of who they want to be as a teacher. Loughran (2004) notes that "student teachers’ learning can be substantially enhanced through teacher preparation if a student teacher as researcher stance is adopted" (p. 212). This paper illustrates how engagement in a Negotiated Inquiry Project in the final semester of the three year Bachelor of Education (Primary) programme provides pre-service teachers with a useful and meaningful experience by focusing their learning on aspects of their pedagogy and practice which require further development.

The work of Professor Phil Race (1997) demonstrates the benefit of learning agreements in providing students with the ability to take ownership of the learning processes and their achievement. Research shows that a common limiting factor for quality teaching and consequently students’ learning is the teacher’s lack of curriculum knowledge (Fraser, 2012). The Negotiated Inquiry Project allows pre-service teachers to extend their own subject and/or pedagogical knowledge and then to present evidence of their enriched learning.

Using a mentorship model, the teacher educator guides the pre-service teacher through an inquiry-based research project designed to increase knowledge and provide further practical experiences through which they gain confidence in an area of the curriculum in which they feel least proficient. Throughout the journey of the project, pre-service teachers also work alongside their community of peers. The rich dialogue with their peers and the reciprocal nature of the practice of discussion and critique has proven to be influential in the development of thoughtful, reflective teachers.

The pre-service teachers evaluate this course in very positive terms and the evidence from their meta-reflection at the conclusion of their project, demonstrates a high level of engagement and enjoyment of this opportunity to critically examine their practice and accelerate their growth as a beginning teacher. This research-based inquiry
model of learning serves as an excellent platform for lifelong learning and professional development beyond graduation.


Leonie Rowan, Joanne Lunn Brownlee, Mary Ryan, Susan Walker, and Theresa Burke

Investigating the impact of teacher educators’ knowledge and skill on graduate teachers’ understandings of “diverse learners”: Using epistemic reflexivity to design high impact research

Relative to other dimensions of their work, Australian graduate teachers appear to feel less prepared in working with students from culturally, linguistically and economically diverse backgrounds, students with a disability and those from Aboriginal and Torres Strait Islander families (Mayer, et al, 2017). This situation gains added significance when read alongside data related to achievement patterns associated with various groups of learners. In 2016, national and international benchmarking data (such as NAPLAN, PISA & TIMSS) again showed a “Long tail” of Australian students who underperform compared with their peers (OECD, 2016b): a finding consistent with decades of research that links achievement and variables like socio-economic status, language and Indigeneity (Apple, 2015).

This data has fuelled an intensified interest in the contentious concept of “teacher quality” and moves to ‘improve’ teacher education in ways evidenced primarily by test scores. Politicians emphasise the need to ensure that teacher education focuses on improving teachers’ disciplinary and curriculum knowledge. However, the fact that most Australian students perform well within diverse testing regimes suggests that a lack of curriculum or disciplinary knowledge is not, in fact, the variable most in need of further attention. Rather, it can be argued that the key challenge facing teachers is not so much what to teach, but how to teach all students in a classroom: not just those who are like the teachers themselves.

Initial teacher education clearly plays a key role in shaping how graduates understand “diversity”. While the content and structure of teacher education has been increasingly scrutinized and subjected to regulation, one variable remains under examined. Little is known about teacher educators’ own understandings of, and beliefs about, the contested terms “quality teaching”, “diverse learners” and “social justice” and by extension, how well equipped teacher educators are to support the development of future teachers’ knowledge and understandings in this recognized area of national significance.

With an interest in improving educational outcomes for all Australian students this paper outlines the need for research that investigates the longstanding problems associated with uneven patterns of educational achievement in a new way. Specifically, we demonstrate existing gaps in knowledge concerning teacher educators’ understandings of diversity and teaching to/for diversity and how they make decisions about teaching in teacher education programs. Outlining a new direction for teacher education research we argue that understanding epistemic cognition and epistemic reflexivity of teacher educators can play a vital role in ensuring that teacher educators are able generate the kinds of new knowledge and skills that are most likely to impact upon graduate teachers’ ability to deal confidently and equitably to the full range of teachers in their classrooms.

References


Raffles III

The Impact of Teacher Education

Practice Workshop: Val Morey and Rebecca Walker
Assumptions and Dependencies in Demonstrating Impact

In December 2015 the Australian Institute for Teaching and School Leadership (AITSL) released the Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures (AITSL, 2015). These standards, organised into a framework of six broad requirements with further sub-standards, are based on an underlying expectation that all initial teacher education graduates will be prepared to make a positive impact on student learning. This expectation is derived from a key change impetus identified through the Teacher Education Ministerial Advisory Group (TEMAG) report of February 2015.

Program Accreditation standard 6.2 requires that initial teacher education providers develop and implement a plan for demonstrating program impact, outlining how providers will select, use and analyse evidence that will demonstrate their program impact through interrogating pre-service teacher performance and graduate outcomes. The reporting of these strategies and measures, including stipulated minimum data evidence requirements, is necessary to meet the associated accreditation program standard 6.3.

This innovation and practice workshop will present the strategies and approaches being taken by a Western Australian Initial Teacher Education provider in meeting accreditation program standards 6.2 and 6.3. These include the embedding of a digital professional portfolio in each unit within the initial teacher education degree to provide evidence of meeting the Graduate Professional Standards for Teachers and the data presented in the required data management plan.

The workshop will invite examination and discussion of some important assumptions and dependencies that are implied in this, if not any, approach being taken by ITE providers in attempting to address these particular standards requirements.

Questions that will be asked and discussed will be those which the academic staff working in the ITE programs and involved in developing accreditation submission documents and processes have grappled with. These include:
- What is meant by impact and is the meaning shared by all stakeholders?
- What impact targets are we aiming for and how are they derived?
- What can be used as evidence and how can it be gathered and managed?
- What does good evidence rely on?

In addressing these questions, it is essential to consider that the demonstration of impact is dependent on a multitude of factors.

Anne Achieng Aseey and Vera Aaron
The impact of policy and practice on teacher education preparation. A comparative study of Kenya and Nigeria

Proper and effective teacher education is crucial to any development process worldwide. Education is believed to hold the promise of helping individuals achieve economic and social success. Unfortunately, teacher education
policies and practices in many countries in developing world remain unfocused to the changing education demands. In some countries in Africa, teacher education curricular has not changed for a long time. Education policies and practice has a direct influence on the education outcomes of a given country hence the need to have well-structured policies and good practices. This study, using a descriptive survey, researched on teacher preparation for primary and secondary levels in Kenya and Nigeria. The target populations were 2000 trained high school and primary teachers, 200 education officers and 60 teacher trainers based in Nigeria and Kenya. The study used Change theory which is considered as a powerful framework in informing education reform strategies. The research found that, teacher preparation curricular in the two countries has not been reviewed or changed for some years. The other major findings were that, teachers are currently realizing many changes in education sector and among the learners but with little preparation to teach the new breed of learners. Hence the need for constant curriculum reviews to incorporate the changes as per the society’s demands and visions. The other findings was that, most of the policies and practices in the two countries did not conform to international policies standards on teacher preparation. The recommendations were; there is need to transform the teacher preparation policy and practices to incorporate the innovations in education. The other major recommendations is that, teacher education curricular in developing countries should be developed alongside or collaboratively with those from developed countries to ensure global competitiveness of the graduates. The research recommended another study to be done to investigate how African teachers as compared to their counterparts in developing countries are prepared to handle the changes in the education sectors.

Grand Ballroom II

Pedagogies of Teacher Education

Practice Workshop: Rachelle Hulbert

*Improving feedback and increasing collaboration within the practicum triad*

Research in Initial Teacher Education suggests that a key challenge for those involved is the provision of ongoing, immediate and effective feedback for pre-service teachers during their professional practice experience (practicum) (Debuse, Lawley and Shibl, 2008).

In this workshop, participants will engage with the journey one group of teacher educators at Bethlehem Tertiary Institute are on to improve feedback and increase collaboration and dialogue within the professional practice experience (PPE) triad. Examples of feedback provision within the Google Classroom environment and exploration of the potential Google Classroom, and the use of related tools, has for collaboration, dialogue and supporting pre-service teacher’s growth with informed, ‘just in time’ feedback will be discussed.

The use of Web 2.0 tools and Google Classroom are valued as authentic, ‘real life’ learning space experiences with immediate transfer of skills to the learning and teaching context. This workshop will explore the opportunities and impacts of an online PPE folder for all stakeholders as well as the efficacy of critical dialogues in developing pre-service teacher’s pedagogical and professional skills.

Saul Karnovsky

*Problematizing emotions in pre-service teacher education: a PhD inquiry using post-structural analysis*

The presentation will outline a post-structural theoretical approach and partial analysis of an in progress PhD inquiry that explores pre-service teacher emotions. I wish to argue that by critically inquiring into the ways pre-service teachers think, express and talk about their emotions within the context of learning to become a teacher, we can explore how emotions are configured in particular ways in education. Namely that emotional rules (Zembylas, 2005)
do very particular things to the people that experience them in the environments in which they learn to teach. The inquiry stems from a concern with how the current institutional context of the professionalisation and standardisation of teaching and school reform are shaping pre-service teachers’ emotional lives (O’Brien, 2014). While much is known about the emotional experiences of established and beginning teachers (e.g. Bullough, 2009), far less is known about the emotional experiences of pre-service teachers who are learning to teach. Although learning to teach involves emotional practice (Zembylas, 2011), the focus of this early period in a teacher’s career is primarily on prototypical aspects of pedagogy and management and the technical aspects of teaching (Bloomfield, 2010). Using a range of interview, survey, written and drawn data gathered over a yearlong study with Secondary Graduate Diploma students, the presentation will report on the ways in which the pre-service teacher participants learn to communicate their emotions, what emotions they deemed “appropriate” in learning to teach, and when and with whom they expressed their emotions (Meyer, 2009). The analysis of this paper presentation will focus on how the current performativity culture of teaching constrains or supports an individual’s emotional experiences and the implications on their subjectivities (Ball, 2003). Using this analysis I will argue that problematizing (Bacchi, 2012) emotions in pre-service teacher education can politicize taken-for-granted “truths” about emotional expression in pre-service teacher education, calling into question the notion that “skills” such as emotion “management” and “control” are necessary for developing “professional” and “effective” graduate teachers.

Grand Ballroom

Symposium: Evaluating the preparedness of graduate teachers at the point of entry into teaching: Implementation of the Graduate Teacher Performance Assessment (GTPA) as a summative assessment

Colette Alexander

Evaluating the preparedness of graduate teachers at the point of entry into teaching: Implementation of the Graduate Teacher Performance Assessment (GTPA) as a summative assessment

Contemporary political activity in teacher education across international contexts have worked to sharpen the focus of reform on issues of quality, evidence and impact. Increasingly, the evidence of quality and impact of initial teacher education (ITE) programs is bound up with evidence of graduate performance in relation to professional standards and evidence of the impact of graduates on student performance. Within the Australian context, the TEMAG (2014) report, Action Now: Classroom Ready Teachers, has framed this agenda within a discourse of readiness. The outworking of this through the review of the program standards and procedures for ITE programs (AITSL, 2015) has created a context where higher education institutions (HEIs) must identify and collect evidence that graduates are ready to commence classroom teaching with a full teaching load (TEMAG, 2014). Politically, it is intended that the evidence will be used to quality assure the direct impact of ITE programs on graduates and in turn, the impact of those graduates on learners and learning outcomes (AITSL, 2015). Yet, there is a lack of consistent language or agreed definition of readiness which is manifested in competing discursive understandings of what readiness means and a misalignment of expectations for ITE.

In this paper, contemporary reform agendas relating to quality, evidence and impact in ITE are problematised within the Australian context of readiness and its relationship to the assessment of teacher performance. The paper provides an analysis of the conception of readiness as used across a range of stakeholders in political review, policy and reform documents and research literature. It examines how readiness may be assessed at the point of transition from preparation to employment. Finally, it proposes a justification for the emerging conceptualisation of “readiness for the profession” as critical to underpinning the design and validation of the assessment of teacher performance for entry to the profession.
Professional Standards for teachers at the graduate level have been in place for some time in Australia. Missing from the policy and popular discourse about quality teaching and teachers are officially validated performance assessment tools and the related evidence of profession readiness that such tools generate. Further, there are no officially endorsed approaches to demonstrating the quality and impact of teacher education programs on student learning. The conceptualization, research-informed design, and implementation of authentic summative teaching performance assessments (TPAs) represents a new frontier in Australia. The main part of this paper presents the underpinning conceptualization and design principles of the Graduate Teacher Performance Assessment (GTPA). We explore how the GTPA has been shaped and reshaped through a dynamic process of decision-making and forging connections across relevant theoretical perspectives and research relating to assessment design; social sciences and issues of learning, learner diversity and equal opportunity; technical aspects of standards and standards setting, and evaluation and measurement. We reflect on the challenge of designing an authentic culminating assessment capable of capturing the full cycle of teaching, learning, assessing and reflecting through to meta-cognitive decision-making. The latter applies both within instruction and in appraising the impact of teaching on student learning over the period of the placement. Against this background, attention focused on constructs of teaching competence as well as teaching standards and related expectations of practice in various countries including the United States, Ireland, Scotland, Wales, Hong Kong and Australia. Research on teacher identity and dispositions was also considered. This inclusion was deliberate noting that currently, the Australian professional standards for teachers at the graduate level do not extend to coverage of identity and dispositions, including their assessment identities. Finally, the GTPA is understood to be located at the nexus of the academic program of teacher preparation and the school-based component. This feature opens up issues relating to system and site validity and in turn, the enabling conditions in both ITE and schools for pre-service teacher success on the GTPA.

In designing and implementing the Graduate Teacher Performance Assessment, the Consortium has worked from the position that ITE reforms can be understood not as a rational problem-solving activity but as a socially based, collective activity for generating solutions to complex problems and challenges (Hobday, Boddington & Grantham, 2012, p.278). From this perspective, the role of standards, validation and moderation represents unchartered territory in ITE in general and the GTPA in particular.

The use of standards, criteria and moderation requires not only evaluative knowledge, but also socially-mediated understandings of the terms used to characterise quality. Also critical is a sense of levels of quality accepted as meeting (and not meeting) the standard. The standard at the threshold therefore becomes a critical decision-point. To realise the introduction of moderation in ITE, we present broad conceptions of moderation informed by the work of Adie, Lloyd and Beutel (2013) who identified four discourses engaged by academics; “equity, justification, community building and accountability” (p.968). These discourses, when linked with co-judgement, construct a framework that links moderation approaches directly with efforts to achieve comparability (sometimes connected with fairness and equity), validation (justification), reliability (consistency and by extension, community building), and quality assurance (accountability) of judgements. From this framework, moderation is directly connected to issues of evidence and the fidelity of implementation of the GTPA, both within universities and in school sites. It also opens the space for thinking about calibration (Sadler, 2013) and ethics in the context of the GTPA. In this presentation, we consider a staged approach to moderation, within and across universities, and suggest that this provides opportunities for structuring processes for conversation, collaborative learning and innovation through
implementation first, and drafting policy and regulations later (Heilmann, 2008). We also propose an approach to calibration whereby teacher educator assessors and moderators arrive at judgements against standards that have been agreed through the co-construction of expertise in judgement and decision-making with professional partners.

**Raffles**

**Teacher Education Federation of Aotearoa New Zealand Feature**

**Symposium: Experiences, evidence and equity: Impacts of ITE innovations in New Zealand**

New Zealand, in common with many countries, has a persistent problem of inequitable educational outcomes between different student groups that has led to New Zealand being designated as a high achievement-low equity country. Māori (NZ’s indigenous people) and Pasifika students and those from poor communities are over-represented in the low-achieving group, while students from wealthier communities, mainly Pakeha and Asian students, are over-represented in the high achieving group.

Also in common with other countries, there is a high level of agreement among New Zealand researchers and teacher educators that substantial changes need to be made to the design and content of initial teacher education (ITE) programmes if they are to develop teachers who can teach in ways that make a positive difference to all students’ learning, particularly those who have been historically disadvantaged by the system.

The four papers in this symposium are related to the work of teacher educators from two universities who have recently reviewed and/or re-designed their ITE programmes. Their aim was to prepare teachers who had the knowledge, skills, and attitudes to confidently and successfully teach increasingly diverse learners and to manage the accountability demands placed on teachers. Paper #1 focuses on teachers’ data literacy for making evidence-based decisions; Paper #2 explores the establishment of authentically collaborative school-university partnerships aimed at promoting student teachers’ professional learning. Papers #3 and #4 examine course and practicum arrangements in a new master’s ITE programme that was intentionally designed to develop teachers who could work effectively with disadvantaged learners.

**Beverley Cooper & Bronwen Cowie**

*The Politics of Evidence: Data Literacy an essential capacity for teachers?*

In NZ and internationally there is an increasing press for teachers and schools to make evidence based decisions. There is also a push to provide data about student achievement to government. This brings with it an increased demand on teachers to be able to collect, collate and present both qualitative and quantitative data that spans student achievement and other factors such as attendance and socioeconomic status. This is translated into interest in teacher data literacy. In this presentation, we will explore this construct and its implications for ITE.

**Beverley Cooper and Lexie Grudnoff**

*Redesigning Authentic Collaborative Practicum Partnerships – learnings from case studies from two New Zealand universities*

This presentation reports on work undertaken in two New Zealand universities whose goal was to re-conceptualise and reinvigorate university-school partnerships. The two case studies contribute specifically to an understanding of how genuinely collaborative school-university partnerships can establish shared goals and processes to support the professional learning of student teachers. The authors argue that such partnerships can help to address the disconnect between school and university, and between theory and practice, that is a feature of much of the criticism of university based ITE.
Fiona El

*Putting equity at the centre of mathematics and literacy teaching*

Achievement in mathematics and literacy underpins learners’ life chances and ability to participate fully in society. This makes teaching mathematics and literacy a critical element of schools’ work to reduce inequity. This paper reports on student teachers’ emerging understanding of the ways in which their practice ameliorates or exacerbates inequity in the context of courses that explicitly link their practice in mathematics and literacy to equity. Results suggest that structuring ITE in this way positively impacts student teachers’ ability to see elements of practice that contribute to inequity. Structural inequity, however, remains largely hidden to student teachers in the context of mathematics and literacy teaching and learning; presenting a challenge for teacher educators.

Mavis Haigh and Lexie Grudnoff

*How does a professional experience in primary schools in low socio-economic communities influence New Zealand pre-service teachers’ knowledge of teaching?*

The focus of this presentation is on an intentional professional experience placement in schools in low socio-economic communities with very diverse learners. This paper reports a qualitative study of two cohorts of master’s students immediately following their placement (n=41). Overall, the findings indicate that the intentional placement in a school in a low socio-economic community disrupted the pre-service teachers’ prior beliefs about such schools and their expectations of diverse learners, becoming a catalyst for growing their knowledge about teaching and sharpening their understandings of what equity-focused teaching means in practice.

**Day 2: Thursday, July 6th – Morning**

*Plenary Address: Amanda Stevenson, Australian Institute for Teaching and School Leadership*

*Australian Teacher Workforce Data Strategy: Planning for the Future of Australian Teaching*

Policy making, evaluation, and research on the teaching workforce in Australia have historically been inhibited by a lack of consistent data. Data that could assist are held by teacher employers, which range from large government school systems to individual independent schools, and regulatory authorities in each State and Territory, universities, and other bodies. The available data are not consistent or easily combined, and some important data are collected only in a very limited way.

In this situation, it is impossible to reliably answer some basic questions such as:

- Is teacher supply likely to match demand for teachers overall and in particular locations and subject areas?
- To what extent are teachers teaching subjects in which they have no formal qualifications?
- Do some initial teacher education programs produce graduates who are more likely to remain in the profession than others?

In 2015, the Teacher Education Ministerial Advisory Group found there were insufficient data for workforce planning, for matching supply and demand, and for assessing the outcomes of initial teacher education programs. It recommended a national approach to managing and interpreting teacher education workforce data.

In response to these developments, Education Council endorsed AITSL to implement the National Initial Teacher Education and Teacher Workforce Data Strategy for 2017-2021. This plenary session is designed to share with ATEA delegates the subsequent outcomes of work by AITSL and its partners to standardise and link data from existing collections across Australia, highlighting opportunities for teacher education researchers to use the resulting data linkages to answer key questions about Australia’s teaching workforce and teacher education programs.
Grand Ballroom I

Professional Standards

John Buchanan

How do the Standards stand up? Applying quality teacher frameworks to the Australian Professional Standards

The development of the Australian Professional Standards for Teachers presents an opportune moment to investigate and evaluate such standards, the nature of standards-based accreditation, and the impact of standardisation on pedagogy. This chapter investigates notions of ‘quality teaching’ and forming a ‘quality teacher’. The chapter also holds up to the light the concept of a standard as a measure against which others can be judged, and the basis on which a standard assumes and accretes authority and credibility, and explores the extent to which teachers serve standards or vice versa. The study focuses on Australia’s Graduate Level standards in particular.

Teresa O’Doherty, Judith Harford, and Tom O’Donoghue

The Emergence of Teacher Education as Public Policy: An Irish Case Study

Prior to the establishment of the Teaching Council in 2006 the preparation of primary school teachers in Ireland, which was provided within denominational colleges of education, was controlled tightly by the national Department of Education and Skills, while the universities, which provided second-level teacher preparation, enjoyed total autonomy in the design and content of their programmes. Unlike the situation in Britain and Wales, there was not a tradition of HMI and OFSTED inspectors conducting reviews of programmes of teacher preparation and publishing scores achieved by the various providers. Over the last decade, however, and in particular since 2011, a raft of policies has been developed which have reshaped initial teacher preparation and induction processes in Ireland.

The policies and the associated accreditation processes, which have been introduced rapidly over a short period of time, have had a significant impact on the nature, shape and structure of programmes. The identification of mandatory programme credit values and specified content, and the extension of the duration of programmes, in concert with a demanding accreditation process involving extensive documentation, oral hearings and, at times, site visits, all of which are pre-requisites for professional recognition, have operated to restrict the autonomy and professional discretion of teacher educators. The background is one where teacher preparation has quickly become an area of public policy, with the Teaching Council, having accrued significant rights to challenge all providers, including the universities, in relation to their programmes. Contemporaneously, the number and range of providers of ITE in Ireland has been the subject of international review and as part of the national strategy to reform Higher Education, providers have been merged and in the main, incorporated into universities. The move to generate critical mass within centres of teacher preparation and to promote research led teacher education, has been a major driver of reform. While the new-found public interest in and commitment to teacher preparation is to be welcomed, the rate, pace, and intensity of initiatives, both curricular and structural, have been unprecedented. The presence of the Council as a regulator of the profession, the level and nature of its ‘intrusion’ into the work practices of teacher educators, its involvement in the reshaping of programme content, and the time that has to be spent by providers on the preparation of materials for the accreditation process, particularly at a time of severe fiscal austerity, has been most challenging. The parallel move to reduce the number of providers, to locate teacher preparation within the universities, and to change the landscape of denominational provision, has created additional stresses within the sector.
Josephine Ryan and Kathryn Glasswell

Reflective Practice in Teacher Professional Standards: Reflection as Mandatory Practice

This paper takes as its focus the contemporary phenomenon of the inclusion of reflective practice in the national professional standards for teachers in a range of countries. Through exploring the teacher standards of Australia, England, New Zealand, Scotland, Singapore and the United States of America (USA), it documents the various ways in which reflective practice is characterised by policy makers, showing the theoretical and everyday elements evident in these constructions of reflective practice. These countries were chosen as varied contexts in terms of educational history and because they had publically accessible standards documents written in English.

Presenting our analysis in the context of the current discussion about both standards and reflective practice, we propose that standards documents written by policy makers present a range of perspectives on reflective practice, which can be analysed and interpreted.

In our research analysis we raise two issues. First we explore the different ways in which discourses of teacher reflection and reflective practice are translated, or decoded and recoded, in the standards documents. Our intention in doing this is to engage in critical analysis of the ways in which these different standards promote constructions of teacher reflection. For us any productive definition of reflective practice must include ideas about thoughtful analysis of experience and consideration of multiple perspectives leading to improved action; and it must also include exploration of personal and social values without which judgement and action can lack direction.

Our second issue relates to whether some professional standards documents are more helpful than others in terms of guiding teachers towards what research and theory tell us about the potential of reflective practice to help teachers engage with issues relating to the social, moral, political, and ethical purposes of teaching (Dewey, 1916).

The method in this investigation was to undertake a Thematic Analysis approach (Braun & Clarke, 2006) to explore the way in which reflective practice was constructed within each. Coding and theme development was deductive, based on latent concepts and assumptions underpinning the data (Braun & Clarke, 2006).

Our findings indicated that there is a tension in mandatory standards documents between the expectation that teachers are to be encouraged to be critically aware of teaching practices and the standards’ purposes as documents of regulation. That is while the standards promote critical reflection they rarely suggest that teachers be reflective about the larger socio-political aspects of schooling and education systems.

Raffles I

Fostering Professional Agency

Alison Lugg

Complexity, collaboration and contradiction: Enabling relational agency in pre-service teacher professional experience

This paper reports on the findings from a longitudinal case study conducted with pre-service outdoor education teachers and their science and humanities mentors in a novel professional experience program in a secondary
school. The program adopted an interdisciplinary, teams-based approach to a year 9 sustainability education unit through a university-school partnership in regional Victoria. The paper focuses on the first year of the program in which both the curriculum and “rules of engagement” were being established. It discusses the complexities and impacts of the interdisciplinary team-based approach on the pre-service teachers’ professional development.

The conceptual framework adopted for this investigation drew primarily on Engeström’s (2001, 2008) Cultural Historical Activity Theory (CHAT) and Edward’s (2011, 2012) “gardening tools”; relational agency, relational expertise and common knowledge. Analysis focused on multiple levels of interactions between the pre-service teachers and: (i) their peers - both within and between teaching teams; (ii) their mentors, (iii) their students, (iv) the school and local community; (v) the cultural artefacts that impacted their work.

Results showed that working in a professional capacity in interdisciplinary teams and an emergent curriculum, generated new ways of thinking about; outdoor education teaching, sustainability education and the complex roles of teachers. Negotiation of roles and responsibilities and sharing of knowledge across discipline boundaries challenged pre-service teachers and mentors. Collaborative resolution of problems empowered pre-service teachers to exercise relational agency and develop relational expertise in the dynamic, messy school context. Mentors were challenged to rethink their traditional roles including processes of assessing pre-service teacher performance. The interrelated roles of the researcher as lecturer and practicum supervisor also impacted the program, serving as both a strength and a limitation of the study.

The evidence from this study indicates that enabling pre-service teachers to generate curriculum and to teach in inter-disciplinary teams in the school context provides an opportunity for novices to feel like “real teachers”. This study suggests that engagement in complex, negotiated programs can be more productive than traditional models of professional experience because they compel pre-service teachers to take increased responsibility and to rethink their roles as educators and, in some cases, citizens. Interdisciplinary curriculum development emerged as an ongoing challenge for the school and the university and an area warranting further research.

References:
Engeström, Y. (2008). From teams to knots: Activity -theoretical studies of collaboration and learning

Jenny Martin

Becoming professionally agentic: researching pedagogical reasoning in initial teacher education

This research is concerned with the issue of providing effective initial teacher education (ITE) in contemporary times of rapidly changing technologies, increasing student diversity and pressing global problems. Being an effective teacher in a contemporary sense requires more ingenuity, agency and critical awareness than ever before. The chapter provides a discussion of developing preservice teachers’ pedagogical reasoning in initial teacher education at two different sites, drawing on recent research and current initiatives to develop preservice teachers’ professional agency and in relation to policy requirements for the demonstration of graduate competence against professional standards. The authors introduce narratives of practice in ITE constructed from data related to initiatives positioning
preservice teachers as responsible for pedagogical decision-making at two specific, separate sites. The chapter highlights the importance of a focus on preservice teachers’ professional agency in evaluations of success in ITE.

Tony Loughland and Hoa Nguyen
An activity theory analysis of a professional learning program in primary science

The strong emphasis on STEM in the Australian education system has led to a range of initiatives to promote the teaching of science in the primary schools. A key initiative has been to train specialist science teachers to work in primary schools to fill the perceived deficit in current teachers’ pedagogical knowledge and skills in science. These selection measures will take many years to filter through the system. Given this reality, there is an imperative to provide professional learning for teachers who currently bear the responsibility for teaching science in primary schools. The context for this study was on a professional learning program for 12 primary teachers currently teaching science in a school. The professional learning program sought to develop in teachers the pedagogical skills to allow students in their class to practice the skills of science. In short, this was predict, observe and explain. For many of the teachers, these pedagogical skills were a new way of approaching the teaching of the discipline in primary school. The purpose of this study is to explore factors impacting on the participant teachers’ implementation of the method they learnt at a collaborative professional learning model. Using case study research design, the study provides insight into enablers and barriers of the application process. Framed by Engeström’s (1987) third generation Cultural Historical Activity Theory (CHAT), this study collected data from interviews, classroom observations, and reflection conversations in conjunction with field notes, observation of the PD programs, lesson plans and related curriculum/school documents. Data were analysed within the CHAT framework to elucidate where the tensions and contradictions were present in the teachers’ application process. The analysis of the findings shows a number of factors which facilitate and/or inhibit the teachers’ ability to use this new teaching method in teaching primary sciences. Implications from the study highlight how the professional learning program can be implemented to effectively support teachers in applying what they learned into their real-life teaching practice.

Raffles II
Building Professional Knowledge

Janet Dyment
“There was nowhere to hide...”: The Surprising Discovery of How Weekly Web Conferences Facilitated Engagement for Initial Teacher Education Students

The research focus or problem
As the national and international trend for online teacher education courses persists, important questions remain about the ways in which initial teacher education students (ITES) can best be engaged in the online learning environment in preparation for future practice. This conference presentation will profile the impacts of innovative web conference pedagogies on ITES engagement in the context of a ‘capstone’ unit that sought to support ITES to adopt an inquiry stance in their teaching and to acquire skills necessary to conduct a scholarly teacher inquiry research project.

The conceptual framework informing the research
To understand the ways in which the web conferences facilitated ITES engagement, Pittaway’s (2012) model of engagement is used as the theoretical framework. The model contains five dimensions of engagement: academic, personal, professional, social and intellectual. It is underpinned by four key principles: that engaged staff are needed in order to engage students, that supportive and respectful relationships are essential, that students should be
encouraged to take an increasing level of responsibility for their learning and that support should be scaffolded and include clear expectations.

Research methods, including ethics
In the presentation, a range of formal data are drawn on to showcase the sizeable impact of the web conferences, as collected from five sources during 2015 and 2016:

1. Standardized university evaluations (N=95, 55% response rate (RR))
2. A self-designed questionnaire delivered via Survey Monkey® (N=102; 59% RR)
3. Follow-up interviews (N=8; 9% RR from 2015 cohort only)
4. Comments about professional engagement from a final assessment task (N=173; 100% RR)
5. Peer feedback from UTAS, national and international teacher educator colleagues

Key insights or findings, and implications
Analysis of the data reveals that the ITES were engaged in powerful and effective ways through the web conferences. Analysis also reveals that the web conference ITES reported consistently greater impacts in terms of understandings of teacher inquiry, opportunities for professional engagement and responsibility for learning than their on-campus or online Desire to Learn counterparts. These findings provide an exemplary model for the ways in which online teacher education can occur to promote deep engagement in learning for future teachers.

Yvonne Masters, Sue Gregory, and Stephen Grono

PST Online: Evidence of failed ICT impact or evidence to guide new policy?

Information and communication technologies (ICT) are highlighted within the Australian Professional Standards for Teachers (Australian Institute for Teaching and School Leadership [AITSL], 2011) and are also a specific priority area outlined in the New South Wales supplementary material for accreditation of initial teacher education programs (Board of Studies, Teaching and Educational Standards, 2014). The impact of measures to ensure ICT preparedness is evidenced in the 2015 Initial Teacher Education Data Report (AITSL, 2015) where principals ranked both primary and secondary graduates as well prepared in the use of ICT (p. 178). The question is whether this is good evidence of impact or misleading by what is not raised in either the Standards or the NSW supplementary material.

A gap in the area of ICT preparation was identified by the authors when a new virtual school, Aurora College, was announced in 2013. A virtual school is an online environment where the teacher and the students are generally in different physical spaces. While current teacher graduates are, reportedly, well prepared in the effective use of ICT in the classroom, these classrooms are those where the teacher and the students are in the same physical space and any online learning is guided by the teacher in the room. Online teaching, as many teaching academic can attest, requires a different set of skills and these skills are not part of the general teacher education curriculum. In 2015, the authors, funded by the Office for Learning and Teaching, commenced a project, Pre-service Teachers Online (PSTOnline), to ascertain the preparedness of teacher education students for the new learning environment and to develop a website repository of resources that could aid in the development of the requisite knowledge and skills for these students.

An exploratory survey was conducted as the first phase of this project and the results made clear that current preservice teachers felt ill-prepared to teach in an online environment. It was also apparent that some were sceptical about the online learning environment being a sound platform for student success. These results could be argued as evidence that the impact of ICT training in teacher education is low, but this would be to skew the research. It is better argued that the evidence shows that ICT education has not yet acted to meet the needs of new learning environments.
Based on the results of the survey, the authors developed an open-source, publically available website, pstonline.info. This website has been developed to provide a range of resources relevant to teaching in virtual schools. The impact of the project is currently being measured by analytics on the website and comments on a Facebook site. It is also hoped that evidence of impact can be the subject of a larger research project which is cross-institutional.

References

Raffles III

Teacher Educators as Researchers

Practice Workshop: Marie Brennan and Lew Zipin

Focussing research on big problematics in teacher education practice

As we, among many others, have explored in our Australian Work of Teacher Educators (WOTE) projects, teacher education is a complex and dynamically changing practice field, greatly constrained by shifts in higher education policy and funding, and strongly tied to governmental policy and schools policy-practice (Brennan & Willis 2008; Ellis & McNicholl 2015; Furlong, Cochran-Smith & Brennan 2008; Nuttall et al 2013; Zipin & Nuttall 2016). Teacher educators’ work in teaching and research is under scrutiny, with the prevalent audit culture (Tuinamuana 2016) and emphasis on standards offering little support for future-oriented innovation. Many teacher educators continue to find small spaces for innovation in their situated practice; but they are rarely in a position to address major directions that might re-purpose teaching and education institutional frames that limit possibility. As many studies in diverse countries find, meaningful changes to system-level framing of ITE practice are extremely difficult (and slow) to accomplish; and innovations at the level of practice are almost impossible to sustain if they cannot affect systemic framings of their working conditions.

As well as teaching, research by teacher educators is also impeded by current working conditions in Australian higher education (and elsewhere), without much institutional or field support except for narrow instrumental and governementally-oriented policy work (See Tuinamuana 2012). Our workshop proposes that a focus on practice theory and methodology can offer important support in sustaining innovation in both teaching and research - in part by making the links between micro, mess and macro.

This workshop will commence with the provision of a brief introduction to Engeström’s (1987; 2001) cultural historical activity theory and the “practice theory” turn (Green 2009), including action research, that have underpinned much of the WOTE work, and outline a rationale for a focus on practice as it changes to address changing conditions and contexts as necessary for advancing the field. In exploring the theories and methodologies for studying practice, Nicolini (2013) recommends that that researchers start in the middle, zooming in to micro practices, and out to the broader policy and social contextual domains in order to understand practice as socially-materially situated. Following such advice means that the studies are neither in thrall to the local nor obsessed by the power dynamics of the meso and macro; rather, investigating all three, using a range of theoretical tools, helps to analyse and sustain local innovation whilst investigating its relationship with the conditions under which it is produced.
The workshop will follow this orientation by proposing several large-scale practice problematics (e.g. literacy of PSTs, Indigenous education, environmental education) as exemplars for action-oriented research in teacher education, calling for identification of further such problematics of practice. These problematics will be fleshed out in small groups and shared with the group as a whole. Finally, research designs that address these problematics will be brainstormed in order to address the limited research time and lack of collegial and larger-scale projects across institutions for early and mid career teacher educators. Participants will receive copies of materials generated and presented at the workshop for their later use.

Simone White and Joce Nuttall

*Strengthening a research-rich teaching profession for Australia*

This paper reports on the background, context, design, and preliminary findings of a collaborative research project to develop a research-rich and self-improving education system in the Australian context. Building on the ground breaking work of the BERA-RSA Inquiry into the role of research in the teaching profession in the UK (Furlong, 2014), the Australian Association for Research in Education (AARE), Australian Council of Deans of Education (ACDE) and the Australian Teacher Education Association (ATEA) initiated a national inquiry across states, education systems and jurisdictions to identify ideas, issues, challenges and opportunities to strengthen Australian teaching, teacher education and education policy development through research. Stage one of the inquiry involved 7 workshops with a total of 21 roundtables with representatives from schools and early childhood services, teacher education providers and education system leaders. These workshops addressed four key questions: (1) How do you encounter research at present in your professional life? (2) What are the barriers to participation and engagement with research for education professionals in Australia? (3) What unrealised opportunities are there for participation and engagement with research for education professionals in Australia? and (4) What are your recommendations for overcoming these barriers and realising these opportunities? Stage two involved the administration of a national survey to peak representative groups on the draft recommendations emerging from stage one. This survey was designed to gain wider feedback in order to confirm, adapt and/or modify the draft report before submitting the final report and recommendations to the Minister of Education and other stakeholder groups. This presentation will: (i) examine the broader political and educational context in which this inquiry occurs; (ii) identify challenges and opportunities based on the evidence from key stakeholders; (iii) reflect on the design and processes of the inquiry; (iv) advance a set of recommendations to shape future policy and practice; and (v) make suggestions for future research directions and collaboration.

*Grand Ballroom II*

**School-University Collaboration**

**Practice Workshop: Linda Westphalen and Jarrod Johnson**

*You scratch my back: The Impact of Teacher-Lecturer collaborative partnerships fostering in-service Professional Development*’

Theme: Policy, research, and practice in initial and continuing teacher education

The ongoing development of teachers is now a formal requirement of the Australian Professional Standards for Teachers (APST Standard 6). The Proficient level of the standards requires that teachers identify, plan and engage with professional learning so as to improve their practice and student outcomes. The Highly Accomplished and Lead Teacher levels require that teachers initiate and lead collaborative relationships to improve the practice of colleagues and, ultimately, learning outcomes for students. Clearly teacher development is not confined to pre-
service teachers in universities. Equally clearly, it is critical for these collaborative partnerships to have a tangible impact on in-service teacher development and student learning.

This paper outlines the evolution of a professional teacher-focused community of practice (CoP) from a partnership between a University Senior Lecturer and the Head of Teaching and Learning (Middle School), to a professional development ‘clinic’ which provides academic support for teachers writing for publication, individual and collaborative research, pedagogic/assessment innovations and technologies in teaching practice. Designed as a responsive and pragmatic CoP, Professionals at Pulteney (P@P) aims to have a positive impact on student learning and staff academic profiles. P@P will showcase individual teacher achievements in a Middle School Teacher Conference scheduled for September 2018 (coinciding with the opening of a new Middle School Student Learning Hub building), so as to provide an opportunity for broader impact on teacher-colleagues and the education community.

This paper, drawing on the work of Etienne Wenger on Communities of Practice (2006) explores the process and impacts of scaffolded teacher self-development, research and creative output, and how evidence of this development can be made explicit and accessible to others. It addresses wider implications about the role that Teacher Education academics can play in the professional learning of practicing teachers, as well as the professional benefits they gain from the relationship. It is suggested that such collaborative interactions be considered more formally as part of the Teacher Educator role.


Amanda Isaac & Suzanne Hudson

Classroom ready teachers: Who is responsible?

Initial teacher education (ITE) in Australia is currently under reform, particularly in light of the 2014 recommendations from the review by the Teacher Education Ministerial Advisory Group (TEMAG, 2014). TEMAG renewed the call for the responsibility for ITE to be shared between schools and higher education providers. Since the work of supervising and assessing pre-service teachers (PSTs) in schools primarily falls to classroom teachers, this research explores the attitudes of a small group (n=4) of supervising teachers towards shouldering this responsibility.

This study adopted the lens of symbolic interactionism to examine the development of teacher educator identities among supervising teachers, the impact of environment on these identities and the teachers’ consequential enacting of these identities. The results from the four one-to-one in-depth, semi structured interviews support earlier research on teachers’ perceptions of their roles and responsibilities in ITE, and draws attention to the relatively new issue of the assessment of PSTs against the Australian Professional Standards for Teachers (AITSL). Results further identified the school environment as an important enabling or disabling factor in the effective supervision of PSTs.

This study adds to the current picture of the experience of the supervising teacher as a central player in ITE. It highlights the need for further research into the implementation of the APST as an assessment tool, particularly in the professional experience component of ITE. It proposes a definition of the supervising teacher as “school-based teacher educator” and recognises the importance of a supportive school environment to enable the development of this distinct teacher identity. It suggests further examination into approaches to placing PSTs within a community of supervising teachers, to enhance the experience for all.
Day 2: Thursday, July 6th – Afternoon

Grand Ballroom I

Educational Futures

Sylvia Almeida

Policy-makers’ and practitioners’ perspectives on impact, evidence, and support for teacher educators implementing environmental education for sustainability

Teacher Education in India is undergoing reforms especially for environmental and sustainability education. Major policies are expected to overhaul current practices thereby leading to a better-informed citizenry. This paper is derived from the book chapter written for ATEA’s special edition to be released during this conference. It looks at policy makers and their perspectives when developing implementing environmental education and sustainability policies. It aims to shed light on the various conditions and factors that guide the process. In doing so the paper discussed major enablers and barriers that currently guide teacher education in India, global lessons learned from India’s reform implementation and needs for the future.

Jeanne Allen, Suzie Wright, Kim Beswick, Neil Cranston, Ian Hay, and Jane Watson

The role of teachers in impacting adolescent academic self-concept and educational aspirations in contemporary Australian society

It has been well established that classroom teachers play a significant role in influencing students’ academic self-concept and educational aspirations. This is particularly the case among early adolescents who often lack the incentive and drive to engage in academic pursuits (Simmons & Hay, 2010). Further, among the many variables that impact on different aspects of student learning (e.g., parental education, socio-economic demographics of the school, students’ health and wellbeing), teachers’ perceptions of a student as a learner are central (Miller Jnr, Kuykendall, & Thomas 2013). The aim of this presentation is to provide insight into how teachers perceive young adolescent students’ academic self-concept and educational aspirations, how students perceive their own academic self-concept and educational aspirations, and how the two sets of perceptions compare. The significance of this work lies in the fact that raising aspirations is widely regarded as key to improving educational participation and attainment.

In this research, we use Bronfenbrenner’s (1979, 1989) model of ecology to theorise that the beliefs and attitudes that teachers hold about students’ academic self-concept and educational aspirations play an important role in shaping the decision making of the nation’s youth in terms of how these young people interact with, and are influenced by their schooling environment. This has been demonstrated not only through the theoretical work of Bronfenbrenner (1979, 1989) and others, but also through empirical research (e.g., Berns, 2012; Smith, 2014).

The presentation draws from a large mixed-methods Linkage project funded by the Australian Research Council and the Tasmanian Department of Education, which investigated issues associated with student engagement and retention in rural, regional and disadvantaged areas of Tasmania. The study was granted ethics approval by the Tasmania Social Sciences Human Research Ethics Committee.

Data were drawn from surveys of 1886 school students and 93 teachers from across 22 high schools (Years 7 to 10). Statistically significant differences in the item mean were found for 15 of the 19 survey items, with teachers responding more positively to nine of these items. Students responded more positively on the student-centred items and teachers were more positive for teacher and school-focused items. The items were grouped into six categories associated with beliefs and attitudes to schooling and education beyond Year 10: (1) engagement with schooling, (2) connections with schooling, (3) academic self-concept, (4) teacher aspirations, (5) career aspirations, and (6) connections with further education. Differences were found in the category mean for four of the categories, with...
students more positive for category 1 and 5, and teachers more positive for category 4 and 6. These findings, and
the implications for teachers and teacher education, are included and discussed in this presentation.

Amanda Lydon

Pre-service teacher dispositions concerning low SES schools: One participant’s journey

Pre-service teacher dispositions concerning low SES schools: One participant’s journey
Despite Government initiatives to raise educational standards, socio-economic status still proves to be the most
significant contribution to the discrepancy in educational participation and performance in Australia. Conflict
theorists argue this is due, in part, to student-teacher interactions which are influenced by teachers’ dispositions
and the assumptions they therefore make about their students. Teacher dispositions” these are the ways in which
teachers view and evaluate students based on their own values, attitudes and beliefs - have a significant influence
on students’ educational experiences and outcomes.

In this context, some have criticised teacher education institutions for a perceived failure to heighten the awareness
of pre-service teachers of their dispositions towards people from backgrounds dissimilar from their own. The
majority of this criticism stems from the lack of a requirement, in many initial teacher education programs, for pre-
service teachers to undertake any of their Professional Experience placements in low socio-economic schools. This
study involved the deliberate placement of pre-service teachers in schools located in low socio-economic areas for
their first 10-day Professional Experience placement. It provides insights into the potential power of such
experiences when accompanied by course-work, reflective practice and guided conversation.

This presentation considers one participant’s journey as his pre-existing dispositions were challenged and
understandings, regarding the assumptions he made, began to emerge throughout his placement. This journey
illustrates that by undertaking this process, pre-service teachers are able to recognise their attitudes towards
students from low socio-economic backgrounds and are, therefore, able to make more deliberate choices in their
interactions with these students.

The study, therefore, has implications not only for initial teacher education and ongoing teacher development,
effectiveness and professionalism, but also provides a potential way forward for improving student outcomes.

Raffles I

Fostering Self-efficacy

Donna Evans

Building teacher self-efficacy: The challenges for pre-service teacher educators in challenging times

Teachers are working in high change environments with their practices forensically scrutinised and constantly
commented and reported upon. The negatives of working in this kind of environment have seen increases in teacher
stress and burnout, teachers leaving the profession, and, many capable and talented young people choosing not to
enter it. Ways of attracting and retaining talented and capable personnel to the profession is on the top of the list
for many in the profession including teacher educators. Research indicates that teachers with higher levels of self-
efficacy (from Bandura’s Social Cognitive Theory) are able to engage, mediate and enact change more effectively
resulting in increased definable learning outcomes for the students they teach. My doctoral work strongly indicated
that high levels of individual self-efficacy were critical for new and experienced teachers to work effectively in today’s
educational environment and were closely associated with their levels of resilience and professional trust,
professional engagement, sense of agency and professional fulfilment. However, the challenge is to build self-
efficacy skills before graduates enter their own classrooms during their pre-service studies where the positive outcomes for teachers and their students can have short and long-term gains across the sector.

David Lee

*The impact of the pre-service and supervising teacher relationship on the development of pre-service teacher self-efficacy*

Professional experience in schools has been the focus of extensive research and has been identified as an integral aspect of pre-service teaching courses. While much research has been undertaken related to the overall professional experience component of teacher training, there has been limited research specifically focused on the pre-service teacher’s interpretation of the relationship they share with their supervising teacher during their professional experience. The meaning that pre-service teachers make from their interpretation of their interactions with their supervising teacher during professional experience is a key element in the development of the relationship. The development of teacher self-efficacy for pre-service teachers is intricately linked to the experience of teaching and the relationships formed in professional experience. This is especially relevant to the key relationship between the supervising and pre-service teacher. Teacher self-efficacy is not concerned with the skills an individual possesses, but rather their ability to make judgements as to whether they are capable of organising and carrying out the necessary actions. Pre-service teachers with a strong sense of teacher self-efficacy are more likely to take risks, have greater perseverance, and display greater resilience.

In order to gain knowledge and insight into the formation of this relationship during professional experience, it factors and its effects, a study was undertaken focused on undergraduate pre-service teachers undertaking a 4 year Bachelor Education Degree in the Primary (elementary) years of schooling encompassing Kindergarten to Year 6. The purpose of this study was to explore the pre-service teachers’ interpretation of the relationship with their supervising teacher to identify the factors and how these factors impact on the development of pre-service teacher self-efficacy.

Amanda Gutierrez and Alex Kostogriz

*Exploring professional becoming and agency of pre-service teachers in an extended placement partnership model*

This paper problematizes the notion of “classroom ready” teachers (TEMAG, 2014) by developing a concept of “professional becoming”. In so doing, it focuses on the identity work of final year pre-service teachers within an extended placement provided through a school-university partnership program. Investigating the impact of these kinds of partnerships is important as they can provide rich conditions for professional learning of PSTs and, in particular, opportunities for dialogical communication, inquiry and reflection. The paper reports on a research project that has explored the contribution of the school-university partnership project to the professional becoming of pre-service teachers. Its aims have been to investigate the relationships between conditions created through the partnerships and the pre-service teachers’ perceptions of their preparedness for the teaching profession. Specifically, we have been interested in the role of mentoring practices and dialogical conversations between teachers and PSTs in building PSTs’ capabilities to reflect on their teaching experiences and to take an active role in their own professional identity formation.

The research design was mixed method with data from surveys, including questions based on the Australian Professional Standards, recordings of professional conversations and interviews. The participants in these various data sources included the pre-service teachers, their supervising teachers, the leadership team members at the schools, the school-based leaders of the partnership project and the University partners. This paper reports on the overall survey trends and three case studies of pre-service teachers. The case studies highlight the influence of
relational aspects on the agency and becoming of the pre-service teachers, through their engagement with their mentoring teachers, their students, leadership members of the schools and university staff.

The data across the extended placement highlighted and raised questions around the kinds of conditions required for the professional becoming and increased agency of pre-service teachers. In particular to have the confidence to move from the boundary of fully mentored to becoming a more independent practitioner (and practitioner researcher). It also highlighted the unfinalizability of professional becoming as an important aspect of PSTs’ identity work, including their developing capacity to respond to the contextual and relational specificity of pedagogical practice.

Raffles II

Intercultural Competence

Deborah Henderson and Donna Tangen

Giving voice to reciprocal relationships: Australian and Malaysian Teacher Educators reflect on their collaborative practices to secure authentic short-term mobility experiences for future teachers

Universities are part of a larger globalised higher education system that encourages the reciprocity of ideas, research, staff and student mobility (International Association of Universities, 2012); teacher educators are mindful that beginning teachers need to be able to foster their students’ capacities to live and function in a diverse, interconnected world as national and global citizens by developing intercultural understanding (Author 1 et.al., 2017). One strategy in this context is to facilitate education immersion experiences for pre-service teachers in other cultures through Outbound Mobility Experiences (OMEs), (Author, 2 et al., 2015; Hall et al., 2016). The literature on OMEs indicates that cross-cultural experiences facilitate intercultural knowledge and understanding (Deardorff, 2006) and that engaging in reflective practices is critical for deeper understanding (Vatalaro, Szente & Levin, 2015). While the advantages of experiential learning and reflection for pre-service teachers are documented in educational research, and intercultural communication theory advocates extensive, intensive cultural immersion as a prerequisite for cross-cultural understanding (Holmes & O’Neil, 2012), there is limited research on the ways in which academics who devise OMEs reflect on their intercultural, international collaborations. / Fox (2016) reminds us how critical it is that “research is led by those who are part of that research, rather than being researched by others” (p. 73). To date there is little research on OMEs that includes collaborative, reciprocal partnerships between those in visiting and host countries. This paper reports on how some teacher educators in Australia and Malaysia reflect on their collaborations over four years to design and deliver a highly structured OME in Malaysia that foregrounded experiential learning, collaborative partnering and reflection as core components. The research asks, how do teacher educators reflect upon the OME’s impact on themselves and their practices in preparing interculturally aware and globally competent future teachers? The case study received ethical clearance from the Australian university and the Malaysian partner teacher education institute. Data are drawn from teacher educators’ extensive email exchanges, written reflections, teaching and preparation materials, focus groups and one-on-one in-country reflections. Inductive, thematic analysis was used to identify, analyse, and report patterns within the data (Braun & Clarke, 2008; Simons, 2009) and this was followed by deductive analysis from the informing theory and literature review in relation to intercultural understanding, global competency, and reflective practitioners. / Findings indicate that the process of reciprocal collaboration involves building trust and respect between partners and that the process takes time to evolve. The development of intercultural understanding between researchers/practitioners was significant for fostering future teachers’ global competency (OECD, 2016) and culturally inclusive practices in the Asia Pacific region in an increasingly interconnected world. This collaborative research contributes to a deeper understanding of study tours as pedagogical strategies for developing future teachers’ knowledge and understanding of ‘others’ in both countries.
References

Author 1 et al., (2017). [details removed for peer review]
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Sue Smith
Exploring Religion and Cultural identity with pre-service teachers in Indonesia

Cultural identity and religion are increasingly becoming sites of exclusion, discrimination and violence in the Australasian region, and increasingly perpetrators are youth. This paper explores how universities might move to address these serious concerns. It is argued that universities, and education faculties in particular, hold a strategic place and indeed a responsibility to equip students to respond sensitively, intelligently and proactively to these times. Arts-based research, images and drawings (Thomson, 2009) and drama (Cahill, 2006; Harris & Jones, 2014) was conducted with cohorts of pre-service teachers in three Indonesian universities. Artefacts from these workshops are presented as exemplars of students’ person-centred wisdom (Leavy, 2015) as they explored identity, enacted scenarios of exclusion and conceived some possible solutions. These artefacts provide pause for academics to consider, if and when, we move to address these local and regional imperatives how courses might move from learning about ethnic and religious diversity to learning from our students’ diversities and experiences.

Raffles III

Teaching History

Paul Reitano and Satine Winter
Teaching history in times of curriculum reform

The teaching and learning of history in schools is a subject of national interest that is considerably influenced by politics in terms of context, content, and pedagogy. Political changes in government resulted in a national review and rewriting of the history curriculum by selected experts. These changes to the Australian Curriculum: History over the past few years has impacted the role of teachers in the classroom in how they deliver content knowledge of
History and how this content is delivered through appropriate pedagogical practices. In a period of such curriculum reform, this research sought to investigate the understandings of four teachers who teach history in primary school settings and were in the process of implementing the revised changes to the Australian Curriculum: History.

The theoretical framework underpinning this research involved the seminal work of Wilson, Schulman and Richert (1987) and their Model of Pedagogical Reasoning and Action to understand and interpret the processes involved in the teaching and learning of history. The model has six stages: comprehension, transformation, instruction, evaluation, reflection, and new comprehension. This model is used to explain how content knowledge and pedagogical content knowledge are demonstrated by primary teachers of history in the classroom. This research used the qualitative method of narrative inquiry to explore how these four teachers engaged with the history curriculum. Data was collected through focus group interviews so that participants could share their experiences with each other and make comparisons (Breen, 2006). The analysis of data was coded using the narrative inquiry approach suggested by Clandinin, Pushor and Orr (2007) by looking at the dimensions of temporality, sociality, and place of the teachers’ experiences.

The findings from this research revealed that teachers face a range of challenges combined with opportunities in using their content knowledge and pedagogical content knowledge to teach history to primary school students. The findings from this research revealed that teachers were creative in their use of pedagogical content knowledge and in their pedagogical approach to teaching history in response to curriculum change. These findings have relevance and implications for teacher education in training teachers who can demonstrate the skills, knowledge, and ability to manage the changing landscape of curriculum reform in Australia.

References

Mallihai Tambyah and Deborah Henderson
Evidence of historical thinking: early career secondary teachers’ diverse approaches to implementing the Australian national history curriculum

The Australian Curriculum: History challenges teacher educators to promote “historical thinking” as part of inquiry-based learning with preservice teachers (NCB, 2009). Historical thinking or historical consciousness (Davies, 2011; Lee, 2012; Seixas, 2006, 2012) develops students’ collective and individual identities as a way of understanding the past and relationship with the present. However, there is little research on historical thinking as part of teachers’ professional knowledge. In light of new demands to foster historical thinking, this paper explores the following question: How do early career secondary history teachers conceptualize and promote historical thinking? This thematic case study explores four early career Queensland secondary history teachers’ approach to historical thinking when teaching a history ‘depth study’ in Years 7 – 10. / The goal of promoting historical thinking breaks new ground in notions of ‘what’ history will be taught and ‘how’ it will be taught in schools. Knowledge of history as an objective body of knowledge through intuitive and memory-based understandings has been replaced with conceptual understandings based on disciplinary concepts such as evidence, perspectives, empathy and contestability. The study draws on the conceptual frameworks of teachers’ professional knowledge (Shulman, 1987) and contemporary understandings of historical thinking (Wineburg, 2001; Lévesque, 2008) to illustrate how the participants use digital/print fictional and information texts to promote historical thinking. / The case study of four early career history teachers (between 2 – 5 years’ experience) was drawn from a larger investigation of how and
why history teachers in Queensland secondary schools select and use digital/print fictional and information texts in Years 7-10. Two teachers were employed at one Education Queensland school and the other two worked at different independent schools. The study received ethical clearance from the host university, from Education Queensland and the principal of each school. Each teacher volunteered to be interviewed at three different points when teaching a ‘depth study’ in 2016. The interviews were transcribed and analysed for recurring themes in relation to historical thinking. / The findings indicate that these early career teachers enact a pedagogy that favours historical thinking through a variety of information and fictional texts. A ‘depth study’ facilitates deep historical knowledge through the critical evaluation of sources. There was a strong emphasis on using digital/print primary and secondary sources to develop deep historical knowledge through inquiry-based learning rather than “telling” students what they needed to know. Furthermore, teachers also used fictional texts to promote historical context as part of a suite of strategies to promote critical and informed understandings of the past. Arguably these teachers use fictional and traditional history sources to examine the tension between what is familiar and what is strange, “to traverse the rugged terrain that lies between the poles of familiarity and distance from the past” (Wineburg, 2001, p. 5). This study adds an Australian perspective to the body of literature on history teachers’ professional knowledge and provides insights for teacher education programs on how diverse texts are used in innovative ways to generate historical thinking.

References:

Sharon Tindall-Ford and Lynn Sheridan
Fit for the Profession: Judgement Making on Pre-service Teachers During Professional Experience

This study reports on the basis of judgement making by supervising teachers on pre-service teachers’ capabilities. Making judgements is a complex, often subjective process with judgements being both conscious and unconscious, influenced by personal beliefs, contextual expectations and personal learning biographies. This research draws on social judgement theory to guide the analysis of data collected from interviews with seven experienced supervising teachers. The data was analysed using a process of thematic coding, involving a two-step process informed by Saldaña (2013). The first step involved multiple readings by the researchers of two transcripts to detect recurring ideas in the data and allocation of initial codes (Gibbs, 2007). The second step involved the researchers reviewing the initial codes collaboratively, then with agreement, clustering codes under specific themes. Significant quotes were extracted to represent examples of the themes using the critical incidences technique process (Butterfield, Borgen, Amundson, & Maglio, 2005). To check the level of importance on the specific themes, the two researchers ranked data segments individually then together until agreement was reached. High/low importance was based on emotive language, repetition, metaphors, analogies and transitions; an approach informed by Bernard and Ryan’s (2009) coding method. / Data analysis showed that the supervisors placed most emphasis on ‘personal qualities’. In this research personal qualities were grouped into three components: 1) the pre-service teacher’s dispositional traits
(e.g., enthusiasm, passion, intuition); 2) the pre-service teacher’s ability to demonstrate the required professional expectations (e.g., dress, speech, demeanour); and 3) the pre-service teacher’s interpersonal relationships (e.g., flexible, collegial). It was significant that in this study personal qualities rather than professional practices informed initial judgements on the pre-service teachers and were viewed as foundational to successfully enacting teaching practices. Two other findings of interest include the important role colleagues have in the judgement making process, particularly when there were questions regarding a pre-service teacher’s capabilities. A further finding was that supervising teachers tended not to use standards or criteria as the basis for judgements, rather standards were used to confirm or justify a prior judgement. Participants tended not to explicitly deconstruct what a specific standard might look like for a pre-service teacher, rather they relied on their own ideas and experience of good practice to make judgements. This has implications for the reliability and consistency of the judgements being made on an individual’s suitability for the profession and the use of professional teaching standards for assessing pre-service teachers teaching capabilities.

Grand Ballroom II

Pedagogies of Teacher Education

Mia O’Brien, Melissa Cain, and Stephen Billett

The Post-Practicum Experience – exploring the potential for evidencing impact and enhancing learning

The professional experience placement is a widely implemented feature of initial teacher education programs across Australia, and internationally. Research has been pivotal in shaping the way institutions frame, focus, implement, and evaluate the design of professional experiences (see for example, Clandinin, 2009; Cochran-Smith et al, 2015; Cohen et al, 2013; Korthagen et al, 2006; Le Cornu, 2016; Southgate et al, 2013; Zeichner et al, 2015). Most recently, Le Cornu (2015) offers an analysis of the key themes of research in professional experience across nearly three decades. Amongst other things, this analysis highlights that professional experience has to a great degree been influenced by external concerns applied to the design and evaluation of the professional experience placement or practicum period, such as:

i) the emphasis on reflection and critical reflective practices that facilitated the shift from thinking about ‘practice teaching’ to experiences through which professional learning and the development of knowledge and capabilities could be fostered in the 1990s;

ii) how social learning theories encouraged wider acceptance of the value of learning communities, peer learning and partnerships for the potential value these would bring to professional experience design throughout the 2000s; and

iii) the resurgence of government interest in initial teacher education drives an increased accountability agenda and current preoccupations with quality, professional standards, and assessment against professional standards; together with (not unrelated!) issues of resilience within, and sustainability of, professional experience design across 2010 and beyond.

The voice, perceptions and preferences of preservice teachers is less evident in this research, particularly in the context of understanding the potential of the post-practicum period for evidencing impact and enhancing learning. In the spirit of recent calls for the democratisation of teacher education - and in particular the identified need to broaden our perspectives by assigning our teacher education participants a greater voice (Zeichner, Payne & Brayko, 2014) - this paper reports preservice teachers’ perceptions and preferences related to the post-practicum period.

The design rationale for professional experience placements commonly includes the need to produce occupationally-informed and work-ready graduates, to engage students in fields of occupation relevant to their studies, and to develop knowledge, skills and practices that are necessary for effectiveness and success in that profession. In a recent study of the integration of students’ experiences of learning and university studies across a
range of occupational fields, Billet (2015) found that student learning could be effectively supported before, during and after a work-based experience; but that the period immediately after the practicum held the most potential to enhance and augment learning. He argued that learning experiences facilitated in these periods offered opportunities for highly contextualised learning made particularly applicable to occupational practice. That is, the optimum time to engage with students about their experiences is directly after their practicum. This can allow students to augment their learning, critically compare experiences, and for academics to better understand what motivates students in these instances.

This finding has since been affirmed and extended by a nationwide survey of 365 students who had undertaken professional experience programs across six universities in the areas of medicine, nursing and allied health (Billet, Cain and Le, 2016). Students had clear preferences for processes to assist them to further develop their professional capacities. They also had strong critiques of experiences being provided and suggestions for improvement. The most frequently preferred purposes were associated with learning more about their selected occupation and how their performance within the practicum can advise about or lead them to being employable in their selected occupation. The most frequently desired outcomes reported were the development of capacities for coping in the workplace followed by input they would receive from practising professionals as part of their practicum experience. Students were most concerned about receiving feedback about personal progress and performance. The strongest preference was for that to be interventions after every practicum, and the strongest pattern of preferred interventions are those associated with small group work being led by either teachers or placement supervisors.

Research methods, including ethics: This paper reports on the experiences and preferences preservice teachers currently enrolled in an initial teacher education program within a large multi-campus university in Queensland. The instrument implemented in the Billett et al (2016) study was used to survey first, second and third year preservice teacher perceptions of, and preferences for, post-practicum interventions.

Human research ethics approval was secured within the university, and informed consent sort as a preliminary step in the completion of the survey via an online platform. The survey includes a section on demographic information, including: identification of field of study and year level, fulltime/part time status, and information about the length and stage of previous practicum placements/most recent placement etc; the focus of the survey is on participant perceptions and preferences for a post-practicum experience; including sections with items to indicate:
- levels of interest in a post-practicum experience, and why;
- perceptions of educational purpose of a post-practicum experience;
- preferences for timing of a post-practicum experience;
- preferences for style and qualities of a post-practicum experience;
- preferences for key features of a post-practicum experience.

Key insights or findings, and implications: The results of the survey reveal that the preservice teachers in this initial study have clear preferences for the types, forms, and timings of post-practicum interventions; and most notably a preference for processes facilitated by teachers or experts over student-organised interventions. We compare these findings with the findings of the larger study that elicited health science students’ perceptions and preferences for a post-practicum experience (Billet et al, 2016), and consider variations in responses to open-ended questions that provide insights into practicum students’ perceptions (preservice teachers, clinical placement students, etc) about how best to augment, enrich, and support placement experiences during the post-practicum period. We close by facilitating a discussion about the potential of post-practicum research and initiatives to facilitate an enhanced or augmented learning experience for preservice teachers; as well as to inform evidence of impact of practicum and post-practicum experiences in the context of occupational learning and readiness.

References:
Connections between theory, knowledge and practice are espoused through different forms of assessment in initial teacher education (ITE) courses. Furthermore, developing reflective practice is important in ITE students’ development as teaching professionals. However, reflection in itself, is insufficient to promote learning and professional development. According to Kolb (1984, 38) “Learning is the process whereby knowledge is created through the transformation of experience”. Authentic assessment tasks that are aligned with national professional standards (AITSL), more explicitly based on evidence-informed practice and that integrate the theorising and reflection of classroom experiences, attempt to capture the multifaceted nature of teaching and relate teaching practice to primary students’ learning. The analysing and conferencing on evidence of primary students’ learning should become routine and a process by which teachers might continuously learn and develop their practice.

This presentation will report on the changes made over nine years (2008-2016) to a capstone assessment task in the Bachelor of Education (Primary) to better enable small groups of ITE students to relate their teaching practice to primary students’ learning, demonstrate their capacity to be inquiring and reflective practitioners, to analyse evidence from their practice whilst on professional experience and to work effectively with, and contribute to, a community of inquirers.

The capstone subject “Becoming a Professional” was completed by students as part of a suite of subjects in their final session of study that included a professional experience placement and an internship. Soon after commencing their final professional experience placement Bachelor of Education (Primary) students were required to submit one SMART goal and an implementation plan for feedback. In implementing their goals the ITE students used experiential learning (Kolb Learning cycle) as the framework for a systematic classroom inquiry into their classroom practice during their professional experience and internship. They were required to collect evidence of the outcomes of implementing their goal in their professional experience practice.

As part of meeting the requirements of the capstone subject, an intensive five day Professional Learning Forum was held in the week following the internship. Over the last two days a “Sharing our Learning” conference was held and the ITE students were required to present (in small groups), an interactive presentation that encapsulated and shared their collective learnings from their experiences in implementing their SMART goals. The ITE students were required to support their key points with links to educational research literature and examples and evidence collected from their respective systematic inquiries into their classroom practice. They were also required to collaboratively articulate their personal theory of educational practice in light of their collective learning and experiences as inquiring teachers. Presentations were viewed by a panel of external educational professionals including local principals and DOE Officers.

Over nine years this final teacher performance assessment evolved in response to feedback and to address concerns...
over the quality and direction of the ITE students’ goal setting. What was initially a very open task became a task that explicitly required ITE students to set goals and implement plans that directly related to improving primary students’ learning and promoted evidence-informed practice. As a consequence of careful scaffolding, convergent goal setting and timely feedback, the quality of the presentations improved. It become evident, in the presentations, stories and evidence shared in the later conferences, that the ITE students’ key learnings and findings, from the implementation (whilst on professional experience) of their SMART goals, were more focused on improving primary students’ learning.

Grand Ballroom

Symposium: Promoting Resilience through Staying BRITE: A national Australian collaborative project
Discussant: Susan Beltman

Teacher resilience research has flourished over the past 15 years and interest in supporting teacher resilience has increased as the teaching profession, governments, teacher educators and researchers have shared concern about teacher wellbeing (Fleming, Mackrain & LeBuffe, 2013), quality teacher retention (Gu & Day, 2013), and teacher commitment (Fransson & Frelin, 2016). Although it is widely acknowledged that capacity for professional resilience is critical for teachers, there is a scarcity of resilience-focused curriculum in teacher education to enable pre-service teachers to develop their capacity to deal with the particular challenges of the profession.

The three papers in this symposium draw on a social, ecological model of resilience (Ungar, 2012), contextualized in the teaching profession. Teacher resilience is understood to be a capacity, process and outcome involving multiple resources at the personal, classroom, school, and professional levels. In relation to pre-service teachers, the capacity for resilience may be developed through opportunities to develop personal resources, understanding how to mobilise contextual resources, and developing adaptive coping strategies to manage professional challenges and maximise adaptive outcomes. Furthermore, learning experiences should take account of the diverse backgrounds and experiences of pre-service teachers as well as the diverse contexts in which they may work. This symposium presents three papers exploring an approach for promoting resilience in teacher education in Australia with the third paper run as a focus group discussion.

Leanne Crosswell, Tania Broadley and Denise Beutel
Exploring career-changers’ experiences and strategies for building resilience.

Over recent years there has been a significant increase in the number of career-changers entering graduate teaching programs. In Australia, that figure was almost 50% for primary teaching graduates (McKenzie, Rowley, Weldon, & Murphy, 2014). Career changers benefit the overall education system through their diversity of capabilities and personal qualities drawn from prior careers and life experiences and strong commitment to the teaching profession (Tigchelaar, Brouwer & Korthagen, 2008). While teacher resilience is a critical capacity for all teachers (Gu & Day, 2013) it appears that career-changers need to demonstrate resilience not only in learning to teach, but also in navigating issues such as adapting to the complexity and intensity of teachers’ work and learning to balance the emotional energy they invest in caring for others with developing adequate and ongoing self-care strategies (Williams, 2010).

This paper explores how career-change teachers navigate their professional experience in schools and how they activate resilient behaviours. Using scenarios developed from previous research this study seeks to explore the variety of experiences reported by one cohort of career-changers.

Results from this study will contribute to the existing resources within the Building Resilience in Teacher Education (BRITE) modules. Implementation of the modules within a graduate entry program will aim to build on the intervention study previously undertaken to enable development of knowledge and skills for resilience while on professional experience placements.
Sharon McDonough & Amanda McGraw  
*The dispositions framework as a resource for resilience*

There exists a significant body of research examining the concept of teacher resilience and ways to foster this for both pre and in-service teachers. While there has been a focus on strategies such as problem solving to build resilience, the concept of thinking dispositions as a framework for supporting resilience has not been explicitly considered in the literature. In this paper we have applied a critical lens to explore one carefully constructed teaching experience in partnership school within a Master of Teaching (Secondary) program.

We examine the context of the newly initiated Values in Action program in a partnership school where pre-service teachers undertake a paired, out of field teaching experience. This is the pre-service teachers’ first teaching experience. Through analysis of this carefully constructed learning experience we contend that use of the dispositions framework in conjunction with embedding of the Building Resilience in Teacher Education (BRiTE) modules enables pre-service teachers to develop further thinking dispositions that foster and support resilience.

Using student data collected from two cohorts of students we examine the way that the thinking dispositions provide a ‘mindset’ for supporting teacher resilience through: 1) Building self-awareness and metacognition; 2) Understanding ways of thinking and their interconnections; 3) Enhancing decision making suitable to contextual demands; 4) Providing a framework to activate and guide ongoing professional learning through their teaching career. We offer suggestions for how our dispositions framework can be used by teacher educators and pre-service teachers as a resource for supporting and building resilience.

Leanne Crosswell  
*Focus Group: Resilience in Teacher Education*

The final paper of this symposium will be run as a focus group and for willing participants be recorded as part of the broader research activity of the Staying BRiTE project. It will explore two key questions:

Given your experience of working in teacher education, what are the main challenges pre-service teachers have?  
How might we support them with managing these challenges?  
What do you think we might do in our programs to build students’ capacity for resilience in the profession?

References


Raffles

*Symposium: Opportunities and benefits of embedding sustainability education within teacher education in Australia*

The teacher education sector has been notoriously slow at engaging with the sustainability agenda. In an effort to address this, over the last ten years the Embedding Sustainability into Teacher Education Alliance (ESTEA) has worked with teacher educators in universities across Australia to overcome mostly ad-hoc approaches to embedding sustainability. Informed by organisational change theory and systems change theory, we developed a system-based model of change which has been used to shape projects undertaken in 20 Australian universities.

The model is a combined whole-of-system and action-research approach that seeks to engage key actors and decision-makers across teacher education systems in a process of learning and change. The model recommends that key agents of change adopt a participatory action research approach to embed sustainability education within and across a whole initial teacher education system. The system here is broad, and includes Education Departments,
This symposium reports on two aspects of the ESTEA work, presented by researchers who have been involved in the project from its inception. Dr Snowy Evans, from James Cook University, presents an analysis of the literature to provide an insight into the key ways in which teacher educators, in Australia and internationally, are embedding sustainability in their programs and courses. A/Prof. Jo-Anne Ferreira, from Southern Cross University, presents an overview of the ESTEA system-change model of change and the range of initiatives that have been undertaken in the 20 universities involved.

We are able to demonstrate that the Embedding Change model has successful built momentum and capacity for sustainability education in Australia’s initial teacher education institutions through a “joined-up” approach that offers initial teacher education teachers and students the tools to tackle the pressing challenges facing the world today.

**Snowy Evans**

*Key approaches to embedding sustainability in teacher education in Australia and internationally*

This paper reports on a systematic review of peer reviewed journal articles on how teacher education academics embed sustainability education in learning and teaching. The systematic review offers an organised method for selecting and critically analysing research. In this study, we began from an initial 907 papers, reduced to a shortlist of 61 papers, then further narrowed down to 28 papers for in-depth analysis.

Our review was guided by five research questions:

1. What programmatic approaches are being used to embed sustainability education in initial teacher education?
2. What rationales are provided by teacher educators for embedding sustainability education into initial teacher education?
3. What theoretical frames underpin the embedding of sustainability education into initial teacher education?
4. What pedagogical approaches are used for embedding sustainability education into initial teacher education?
5. What problems and/or challenges are faced by teacher educators who wish to embed sustainability education into initial teacher education?

A taxonomy of four distinct approaches was developed from our review of the literature. These indicate that key approaches used are:

1. Embedding sustainability education widely across curriculum areas, courses and institution;
2. Through a dedicated core or compulsory subject;
3. Through a component of a core or compulsory subject; and
4. Through a dedicated elective subject.

This presentation explores the differing rationales, theoretical frames and pedagogical approaches used and identifies some challenges underpinning each of these approaches. An analysis and discussion of the implications of the review findings for teacher education academics and researchers seeking to embed sustainability in education are also discussed.

The implications of this study are that it is necessary for teacher education academics and researchers to become better at working at the program and individual subject levels. This is necessary if sustainability education is to become more systemic. Also required is a deeper and more explicit review and understanding of the effectiveness on student learning of the pedagogies currently used within teacher education programs.

**Jo-Anne Ferreira**

*The ESTEA system-change model for embedding sustainability in teacher education: Principles and implementation*
The teacher education sector has been notoriously slow at engaging with the sustainability agenda. In an effort to address this, over the last ten years the Embedding Sustainability into Teacher Education Alliance (ESTEA) has worked with teacher educators in Australian universities to overcome mostly ad-hoc approaches to embedding sustainability. Informed by organisational change theory and systems change theory, we developed a system-based model of change which has been used to shape projects undertaken in 20 Australian universities. The model is a combined whole-of-system and action-research approach that seeks to engage key actors and decision-makers across teacher education systems in a process of learning and change. The system here is broad, and includes Education Departments, accrediting authorities, professional associations, and related NGOs. Through collaborations across this system, the program has effected change for sustainability through new policy directions, curriculum initiatives, and leadership capacity-building for sustainability education. Within universities, particularly, the program has engaged academics at all levels, with different sustainability education expertise, and across disciplines. A national alliance of sustainability education teacher educators continues these collaborations. This paper presents the thinking behind the Embedding Change model and key considerations when using the model.

In addition to discussing the model, this paper presents a theoretically robust way to scale up sustainability, or other change initiatives, across the whole of a teacher education system.

Day 3: Friday, July 7th – Morning

Keynote Address: Professor Viv Ellis, Kings College London
Reforming/transforming teacher education: The construction of impact in times of evidence-free policy

Political reforms benefit from what from Malkenes (2016) after Friedman (2002) has called the ‘problem formulation privilege’. Part of the rhetorical work of defining a policy problem is to construct the impact of reforms through future-oriented evidentiary justifications. But what happens when the proposed pathway to impact or, indeed, the actual representations of that impact are evidence-free? And how might the practitioner and professional communities subject to these reforms act agentically in such politically and rhetorically complex environments.

Drawing on research and development work in international contexts - and taking a non-defensive stance towards improving teacher education practice - in this presentation I will argue that teacher education as a field of higher education needs to rethink its relationship with the teaching profession, reconfigure its academic contribution to teacher development, and learn how to become as rhetorically adept as the reformers. I will propose a transformative stance and non-reformist reforms (Lipman 2011) that arise out of the professionally engaged and socially critical academic work of teacher educators.

Grand Ballroom I

Classroom Readiness

Deborah Heck, Susan Simon, Peter Grainger, Alison Willis , & Karyn Smith
Career autonomy and teacher education

In teacher education, there are calls for employers and initial teacher education providers to address the increasing attrition of students from teacher education programs as well as early career graduates from the profession typically in the first five years of employment. This exodus has an impact on the supply of quality teachers in the community. These circumstances have resulted in increasing pressure on teacher education providers to offer evidence of the quality of their programs and engagement of students during their program with career planning and how this supports long-term employment (Australian Government, 2015; Australian Institute for Teaching and School Leadership (AITSL), 2015a, 2015b, 2016). This paper challenges the traditional focus of employability in the higher education sector as a measure of the quality of teaching and learning. The focus on quality results in higher education providers focussing on developing work-ready graduates with the ability to secure employment upon graduation before the completion of the Graduate Destination Survey (Graduate Careers Australia, 2016). The literature suggests the importance of concentrating on a broader suite of attributes that a wider range of employers identified as appealing, rather than a narrow focus on employability in one specific field. Hence, the definition from Yorke
Perceptions of classroom readiness: What does it look like, feel like and sound like?

Since the release of the TEMAG report, the term classroom readiness has dominated discussions around initial teacher education graduates and their preparedness for their work as a teacher. As a construct however, classroom readiness can be interpreted through various means that includes either an emphasis on the achievement of the Australian Professional Standards for Teachers, and/or an emphasis on classroom performance. The aim of this paper is to identify what classroom readiness is and examine whether the terminology currently being used represents what is important in determining a quality teacher graduate who is able to impact positively upon their students.

The research project reported on in this paper investigates what classroom readiness means from the perspective of the pre-service teacher. Pre-service teachers undertaking their final professional experience placements were surveyed in order to identify how pre-service teachers define classroom readiness, identify how pre-service teachers describe their readiness for the workplace and classroom, and explicate the features of the initial teacher education program that supported pre-service teachers’ readiness for the workplace and classroom. The survey included both open ended and closed ranking questions with a thematic analysis approach used to analyse the data, thus drawing out the relevant themes and conclusions. The data collected in this project will complement and value-add to other data being collected for accreditation purposes, thus providing a big picture view into the impact the program has on preparing classroom ready graduates.

The analysis of the data sets revealed that pre-service teachers perceived classroom readiness as being a combination of several aspects. Pre-service teachers identified classroom readiness as being one or several of the following: confidence to teach, having the competency and capability to teach, work successfully within the school culture, engage in professional relationships with colleagues and have a preparedness to engage in professional learning. In this respect, the pre-service teachers’ perceptions of classroom readiness indicates that classroom readiness is a complex concept that includes an assortment of skills and knowledge that are needed both inside and outside of the classroom.

Developing Professional Learner Identities: A Critical Piece in the Classroom Readiness Puzzle

This presentation is positioned within the policy discussion around the “classroom readiness” of graduate teachers. The 2014 Teacher Education Ministerial Advisory Group’s (TEMAG) federally-commissioned report includes recommendations intended to strengthen evidence of “classroom readiness” against the Australian Professional Standards for Teachers. In this presentation, I discuss the importance of reconceptualising “classroom readiness” to incorporate professional learner identity as necessary for preparedness to meet the demands of teaching. Within the doctoral research reported on in this presentation, sixteen first-year teachers working in independent schools across Queensland in 2016 participated in semi-structured interviews. These interviews sought to identify how first-year teachers responded to experiences, perceived to be unsuccessful, in ways that constructed professional learner identities. Framed within attribution theory, collaborative reflective practices that empowered first-year teachers to identify shared causality were found to be most productive for developing professional learner identity. Drawing upon key elements of Cultural-Historical Activity Theory (CHAT), findings also provided insight into the influence of the university context, as an activity system, on the attributional thinking of the first-year teacher, with solitary reflection and attributions of self-responsibility perceived to be a norm of practice impacting the enactment of positive professional learner identities in the first-year of teaching.
This paper discusses part of a wider study into the transitions of career change teachers. It focuses on the way initial teacher education impacted the participants’ understanding and performance during the teaching practice phase (practicum) that formed part of their postgraduate diploma in education (PGDE) programme. The 15 individuals in this case study had all taught in state schools as untrained teachers for a period of up to 18 months prior to joining the one-year PGDE programme. Their perceptions and experiences were examined at two points in the study: at entry to the programme and after completing practicum. The data were collected from two sets of interviews, surveys of practicum supervisors and academic staff, and samples of the participants’ teaching philosophy statements and lesson plans. The data were explored using both a priori and emergent coding. Clarke and Hollingsworth’s (2002) Interconnected Model of Teacher Professional Growth (IMTPG), which comprises four interconnected domains: the personal and external domains and the domains of practice and consequence, was used to establish patterns of growth. It allowed exploration of the ways in which existing knowledge, beliefs and attitudes in the personal domain interacted with stimuli from the external domain during the initial teacher education period, and of how these two domains further interacted with professional experimentation in the domain of practice and with reflection upon students’ related outcomes or changes in classroom approaches in the domain of consequence. Comparisons made between the participants’ approaches to teaching prior to and after initial training reveal that, while teaching as an untrained teacher helped change the participants’ perceptions as to what teaching today entails, initial teacher education had a significant impact in terms of both understanding and application. It also showed how these mature individuals were active agents in their own professional development and surfaced the roles of both taught courses and of cooperating teachers in schools during practicum in fostering development. Finally, it highlighted the challenges these learners faced during training as they switched careers. This study has significance for teacher educators and course developers, especially those working with career change teachers.

Peta Salter & Kelsey Halbert

Balancing classroom ready with community ready: a tale of critical service learning in ITE

Teacher educators are tasked with equipping pre-service teachers (PSTs) to be community minded, engaged global citizens who are responsive to the diverse contexts and communities they will teach (Iyer et al 2016; Halbert & Chigeza, 2015; Keddie et al, 2013; OECD 2010). This imperative also sits alongside recent policy and regulatory frameworks which privilege discourses of ‘classroom readiness’ (TEMAG, 2014). However, there is a danger that an emphasis on ‘classroom ready’ is often interpreted as technical skill which requires more ‘practice’ to the detriment of more ‘complex’ interpretations of the relational work that is central to teachers’ work, leading to a potential narrowing of teachers’ professional roles (Zeichner, 1992). Importantly, classrooms do not exist in a vacuum. Supporting teachers to teach in context requires a readiness in the form of a relational understanding and skills about the lived experiences of learners and their wider school contexts, beyond notions of mastering an exclusively and bounded ‘classroom’ practice. Such discourses can position community engagement in holistic, or potentially narrow ways. A notion of wider professional experience that extends beyond classroom walls can enrich pre-service teachers’ understandings of the contexts and communities in which they teach and build teacher efficacy (Salter, Hill, Navin & Knight, 2013). To this end being ‘community-ready’ is integrally linked to being ‘classroom-ready’, however the former may be marginalised as ITE faces increasing pressure and regulation. This paper presents a case study of a final year ITE capstone subject that seeks to engage preservice teachers in wider
professional experiences through service learning. Service Learning in ITE has been found to assist PSTs in meeting challenges of future classroom situations (Coffer & Lavery, 2015; Tangen, Mercer, Hepple, & Carrington, 2013) particularly nuanced understandings of the diverse needs of students in classes (Lavery, Cain & Hampton, 2014; Naidoo, 2012) and the wider community. This case presents a critical view of the relationship between ‘classroom readiness’ and ‘community readiness’ and to what extent ITE enables teacher agency, and can provide ‘evidence’ of, preparedness to engage as, community minded, global professionals.

Katherine Bussey

*Infant and Toddler Teacher Educators in Australia and Aotearoa New Zealand*

This paper presents findings from a PhD study. This study examines the work of infant and toddler specialists in teacher education in Australia and Aotearoa New Zealand by drawing on accounts shared by six specialist infant and toddler teacher educators in university-based early childhood teacher education. The study used Cultural-Historical Activity Theory (CHAT) as an analytical framework to explore what motivates the work of teacher educators within early childhood teacher education and their aspirations for pre-service teachers in the early childhood field. CHAT understands human activity as being directed at specific "objects" and mediated by important concepts and artefacts that act as cultural tools. In this study the CHAT concept of contradictions were a key focus of analysis.

Together with conceptual tools drawn from CHAT, this qualitative case study was explored through methods of document analysis, individual interviews, and focus conversations. Due to the field of infant and toddler teacher education being so small, all data was de-identified in order to protect participant identity and provide confidentiality. Individual interviews and focus conversations were conducted following institutional ethical approval and further to gaining each participant’s informed consent.

Findings showed that the participants in this research were involved in a series of enduring contradictions that constantly frustrated the expansion of their object of activity as a collective subject, and in turn, their outcome in their activity system. Their object of activity in this activity system was to give greater prominence, credibility, and acknowledgment to the needs of infant and toddler curriculum and pedagogy in early childhood teacher education. This was in order to work towards their outcome, which is high-quality care for infants and toddlers in extra-familial care and education in Australia and Aotearoa New Zealand. In this paper I claim that advocacy is a way forward for specialist infant and toddler teacher educators in universities. I argue that the participants in this study used advocacy as a meta-strategy in order to negotiate the contradictions that they experienced across the three interpenetrating systems of activity that they worked across: the early childhood field, early childhood teacher education, and higher education. This paper argues that the work of specialist infant and toddler teacher educators in universities is a form of advocacy. It is a form of work that allows specialist infant and toddler teacher educators to promote awareness of, and advocate for, infant and toddlers both in the university and the field. This study makes a strong case for the need for infant and toddler curriculum and pedagogy in early childhood teacher education internationally. This is directly correlated with the increasing number of infants and toddlers enrolling in early childhood settings.

*Raffles II*

*Intercultural Competence*

Gloria Quinones, Corine Rivalland, & Hilary Monk

*Mentor Positioning: Relationships between educators/mentors and international early childhood pre-service teachers*

The focus of this paper is to understand how educators ‘position’ themselves as they conceptualize their mentoring role when working with early childhood international pre-service teachers. Research on mentoring has focused on understanding mentor’s motivations, benefits and issues. However, Australia is becoming a leader in international teacher education. This has led to a large increase of international students enrolling in courses such as the Master of Teaching Early Years, as a result, mentors in Australian early years settings are now mentoring students who have very little understanding of the Australian education system. This research aimed to understand how mentor educators perceived their mentoring relationship/s when working with international early childhood pre-service teachers. A cultural – historical approach informs this research. The concept of ‘positioning’ is used to analyse how educators’ perceived international pre-service teachers’ knowledge and skills while on
placement. We theorised the concept of ‘mentor positioning’ as a starting point to interpret how mentoring relationships occupy a place in the current demands and expectations of early childhood mentor educators. Bozovich (2009) explains this concept as the place that a person occupies in a system of social relationships and through these how they are able to position themselves. Adding to this, adults create a place and position in specific challenging situations. Ethics approval (Project: 2016-0278-182 Strengthening Industry Relationships through Collaborative Dialogue with Early Childhood Mentor Teachers) was received. Mentor educators were invited to attend a collaborative dialogue event to discuss their views on their mentoring experience. The aim was for university advisers to better understand how to prepare international pre-service teachers for working in the Australian education system. The research methods included two focus groups with ten mentors/educators from early childhood settings across Melbourne. Our findings show that in order to understand how mentors support pre-service teachers we first needed to examine how they ‘position’ themselves and how they perceived the knowledge and skills of the international pre-service teachers. We believe this conceptual tool is a valuable contribution to understanding mentor relationships that lead to successful placement experiences for international early childhood pre-service teachers as future educators.

Maxine Cooper, Kate Peel, & Carolyn Johnstone

Into the unknown: reflections on confidence, resilience building and risk taking in intercultural experiences in Nepal

Practising and pre-service teachers (PST) studying education programs at open access regional universities in Australia often have limited opportunities to develop global mindedness. Therefore completing a professional experience placement in a culturally unfamiliar setting can be perceived as a confidence and resilience building activity, even though a risky activity. However, these experiences can build respectfulness and empathy and enable socially and culturally inclusive teachers to be ready to teach in Australian classroom settings.

Drawing on Bourdieu’s work on cultural capital, habitus and reflexivity, Biesta’s idea of “the beautiful risk of education” and Beck’s writing on risk and globalisation, this qualitative research examines the reflections of both a PST from a rural background and an academic teacher educator/researcher as they undertook a journey into a sociocultural, linguistically, spiritually diverse cross cultural experience in Nepal funded under the New Colombo Plan. Building confidence, competence and taking risks, are, we argue, important in developing a ‘reflexive habitus’ as part of the identity of the beginning teachers as well as of teacher educators.

This project has ethics clearance from Federation University. This presentation draws on initial data collection of two case studies from Nepal involving reflections, narratives and interview data. Interviews were conducted face-to-face and transcribed and the data was analysed thematically.

This is part of a larger ongoing research project. Initial findings suggest that the adventure and riskiness of the activity is central to the ways that the PST and the teacher educator develop not only their professional identity but also their cultural empathy, resilience and confidence to teach in a global context. This presentation will discuss initial research findings and implications in terms of recent changes in teacher education, as well as directions for future research.

Svenja Matheis, Franzis Preckel, & Leonie Kronborg

Australian preservice teachers’ beliefs about gifted boys and girls

Teachers’ attitudes and beliefs about gifted students can affect the expectations that teachers hold towards their students, how they behave towards these students and even influence which students they identify as gifted. Research findings diverge showing an overall positive, negative, or ambivalent view that considers gifted students as intellectually strong, but socio-emotionally inferior. Ambivalent or negative attitudes could affect teachers’ behaviour, such as their motivation for teaching a gifted student. In the present study, we aimed to assess preservice teachers’ beliefs about gifted students in Australia. In a between subject experimental design, preservice teachers read a short student description (i.e., vignettes) that varied in students’ ability level (gifted / average) and gender (girl/boy). After preservice teachers have read the vignette, they rated their beliefs on the Teacher-Gifted-Questionnaire. The ratings involved the dimensions of intellectual ability, social ability, maladjustment, teacher enthusiasm, and teacher self-efficacy for teaching students (Omega: .68 – .90). After establishing scalar measurement invariance over vignettes (N = 315, 71.3% female, age M = 23.52 years), repeated-measures ANOVA (repeated measurement across five scales) with latent factor values showed that Australian preservice teachers considered gifted students superior regarding intellectual ability, but more maladjusted, compared to average-ability students. Also, preservice teachers felt less well prepared for teaching gifted students as they reported significantly lower self-efficacy for teaching the gifted as compared to average-ability students (no significant differences in enthusiasm). Furthermore, we found disadvantageous ratings for boys, as they were described as less socially and emotionally competent and more maladjusted compared to girls. Whereas higher intellectual ability is in line with empirical findings about the gifted, higher maladjustment are not. Discrepancies between actual and
assumed characteristics of giftedness held by preservice teachers carry practical implications for professional education in university classes. Overall, the findings indicate the need for further teacher education in gifted education.

Grand Ballroom II

Wellbeing in Education Settings

Gavin Hazel, Greer Bennett, Ellen Newman, & Frances Kay-Lambkin
Starting well: supporting early career teacher wellbeing

The first years of employment are a critical time for early career teachers. There are many personal and contextual factors that can influence experience of early career teachers. There are also a common set of challenges and experiences faced in early career teaching have been identified for example: time management, work life balance, developing a professional identity, professional relationships, instructional/pedagogic mastery and these have been associated with levels of satisfaction, general wellbeing and workforce retention.

The interpersonal nature of the work in teaching, the conditions of the education sector and the levels of support received by the teacher at interpersonal, collegial, school and community level can be subject to variability. Social and professional feelings of belonging, connectedness, support and acceptance are potential contributors to early career teacher resilience and coping, adding to overall wellbeing.

The idea of resilience has gained traction as a means of equipping early career teachers with the necessary means of coping with the challenges of beginning a career in teaching. Therefore a promising pathway to achieve better teacher retention and wellbeing is to focus on skills that will allow them to become better enablers of their own mental health and prevent stress and burnout before a career-disrupting problem occurs.

This presentation reports on the outcomes of online survey, a component of larger project on teacher wellbeing, conducted with early career teachers (<5 years in service) in NSW during term 1 of 2016. This survey explored the attitudes of early career teachers around their experiences at work and what support systems they found helpful in promoting wellbeing in transitioning into the workforce. A particular focus will be given to social support as the ability of teaching staff to support each other has previously been shown to improve resilience.

Summary data and recommendations for interventional action will be presented.

Caroline McCarty
Influence and impact: Teachers creating positive student learning spaces

Research focus aligns with the conference placing teacher education and support directly under the spotlight. Providing both evidence of impact on classroom practices and the impact of evidence on future directions as we engage teachers in programs of coaching, mentoring and teacher development to create positive student learning experiences.

The research reflects on current trends in education and how schools provide support and create student engagement and positive learning experiences through expectations placed on teachers. Throughout the literature review, evidence demonstrates a shift in educational expectations on teachers supporting one another, schools providing positive student experiences and the expectation placed on teachers to meet this agenda. Furthermore, the literature provides evidence that suggest current research does not look directly at the impact such agendas have on the self-efficacy and beliefs teachers have of their influence in their own classrooms.

The research collected data through multiple classroom observations and interviews of each participant across two school sites, with training in positive classroom practices through coaching methodologies applied to one group. The
evidence from the data collected provides implications for the impact schools have upon our most valuable resource, our teachers, through models of coaching, support, mentoring and the introduction of programs that are intended to improve student experiences. Do these programs, made for the students actually inspire and build staff competence or do they have a direct impact on a teachers’ self-efficacy and does this in any way link to teacher attrition from the profession?

The strategies teachers used to manage student behaviours were observed through philosophical assumptions of constructivism based on a phenomenological inquiry. Through seeking to understand the meaning of the teaching phenomenon from the views of the eight participants, the researcher triangulated data from interviews, observations and post-lesson conversations. One of the key elements of collecting data in this way was to observe participants behaviours during their engagement in the classroom with students and the strategies used to manage those student responses.

Key insights from the research were consistent across the two sites, indicating that teachers feel a top down model applied in areas of coaching intended as support systems. Such feelings led to internal beliefs of teachers feeling devalued by their schools and systems and implicate models of coaching and support that result in outcomes completely opposed to their intended use. The pattern of top down application in teachers recognizing that they have influence over what individual support and coaching programs look like for them. Leading to implications for schools to consider what happens to our teachers while we are busy ensuring our students are set up for their best learning experiences.

Ingrid Osborn

Reducing Disparities: How to raise outcomes for Australian students in terms of equity and quality

How does Australia reduce disparities between schools, and simultaneously improve our PISA ranking? How do some countries achieve significant improvements in national literacy and numeracy levels when Australia is doing the opposite? Equity is a challenge in Australian education. The between-school variance is widening. This paper will look at global success stories, highlighted by the Organisation for Economic Co-operation and Development’s (OECD) researched solutions to their global data collection from 35 member countries, and how Australia can learn from these initiatives. Data collection from PISA testing, analysis and assessment precisely in its relation to educational disparities enables us to recognize the strategies and policies that have been proven to reduce disparities. By focusing on these general strategies and policies that other nations have successfully used to combat equity issues and significantly improved PISA results, we pinpoint the most efficient pathways Australia specifically needs to minimize student residualisation, maximize quality teaching and school leadership, and effect school improvement practices. Australia can make reform happen by linking equity and quality. This requires a three-fold approach. Firstly, to successfully and succinctly minimize student residualisation through strategies and policies that support disadvantaged students and schools, particularly students who come from low socio-economic, ethnic or difficult to reach groups. Other countries succeeded in reducing student residualisation successfully, whereas Australia is currently implementing some strategic policies with delayed goal attainment. Secondly, to maximize quality teaching and school leadership by ensuring schools and teachers are better equipped to respond to the needs of disadvantaged students. Australia must use improved targeted policy incentives to engage and retain quality teachers in less desirable schools. The Australian government needs to inspect equivalent world examples for further direction. And finally, effect school improvement practices by realizing the deficits presented by the PISA results. Australia is beginning to make provisions and implement reforms to the education system structure. Similar to other countries, Australia is working on improving education through various frameworks and development strategies. It is also aware of the wide disparity of performance based on wealth, similar to other countries. This paper highlights the achievements, challenges and specific actions of other countries in relation to minimizing disparities in education, and highlights the capabilities of Australia to emulate the quality.
Day 3: Friday, July 7th – Afternoon

Grand Ballroom

The Practicum

Symposium: Juggling the demands of practicum: Critical perspectives of practicum experience through the eyes of pre-service teachers

Deanna Grant-Smith & Jenna Gillett-Swan
Financial stress, placement experiences and the pre-service teacher

There is increasing recognition that students participating in tertiary education experience higher levels of stress and distress than the general population (Stallman 2010) and that those participating in programs of study with significant practicum requirements are exposed to additional stressors which increase their risk of psychological distress (Hillis et al. 2010). The supervised practical application of theory in a school-based setting through a practicum placement is an established feature of teacher education which is designed to provide opportunities for participants to practice and develop their teaching skills in an authentic but supervised teaching environment. The importance of the practical experience provided by the practicum in developing pre-service teachers’ skills and confidence is emphasised in the Action Now: Classroom Ready Teachers Report (TEMAG, 2014). However, while the benefits of practicum are widely accepted for many participants it is also considered the most stressful experience of their initial teacher education (Chaplain 2008). The stress of performing in an unfamiliar environment is exacerbated by the stress of managing multiple competing priorities and commitments outside the practicum workplace. These stresses are experienced due to a combination of the intensive unpaid nature of placements, the additional costs incurred as a result of the placement, relational stressors, and the financial impacts of lost wages. Based on an online survey of the practicum experiences of 172 pre-service teachers, this research finds that the financial stress experienced as a result of participation is not discriminatory and that a concerning number of pre-service teachers forgo necessities, including food, when undertaking practicum due to financial reasons. Many participants, particularly those with paid employment and/or caring responsibilities, experienced significant role conflict as a result of placement. The top five additional costs identified by respondents as incurring as a result of placement were loss of income, transport, teaching resources and materials, work appropriate clothing, and childcare. Research participants regardless of their familial or employment circumstances suggested that additional financial assistance and support is required to support participation in placements.

Leanne Crosswell & Denise Beutel
Juggling Professional Identities: career-changers experiences of practicum

Teaching is a profession that continues to attract an increasing number of career-changers internationally (Anthony & Ord, 2008; Fry & Anderson, 2011; Kaldi, 2009; Tigchelaar, Brouwer, & Korthagen, 2008; Watters & Diezmann, 2012; Wilson & Deaney, 2010). Recent Australian figures indicate that 47% of the overall primary graduates are now career-changers (McKenzie, Rowley, Weldon, Murphy & McMillan, 2014). Career-changers are drawn to teaching because of intrinsic motivations of wanting to contribute to society, wanting to work with children/adolescents, and having had prior personal positive experiences of teaching (Watt, et al., 2012). They bring a diversity of capabilities and personal qualities drawn from prior careers and life experiences including their existing professional identity (Tigchelaar, Brouwer, & Korthagen, 2008). It is only during practicum that career-changers can test assumptions and aspirations about teaching against the current realities of the classroom. During this time they work closely with at least one experienced teacher, which requires them to reflect on who they are (and want to be) and navigate other people’s ideas about how to be a teacher (Van Rijswijk, Akkerman & Koster, 2013). Drawing on a transactional-ecological model (Sameroff, 2010) this paper explores the wide range of experiences on practicum of one cohort of career-changers. This paper presents a situated understanding of teacher identity development, and the various challenges and enablers from this cohort’s experiences will be discussed.
Symbolic violence, diversity and inequity in teacher education

Australia’s population, whilst still young, reaches across its wide land and spans many cultures, occupations and generations. As a country comprised of diverse peoples and diverse cultures, it seems natural to assume that this would be represented in the schooling sector, with diversity of learners and teachers evident, acknowledged and respected in classrooms and learning environments. Yet an undercurrent of unspoken discriminatory practices is manifest within this sector as culturally disparate pre-service teachers are disparaged and depreciated. This paper focuses on how initial teacher education (ITE) students, particularly those from culturally diverse backgrounds, can be victims of symbolic violence in learning environments. The purpose of this article is to describe the experiences of culturally disparate adult learners as they undertake professional experience placement as part of their teacher education coursework.

The paper provides an overview of the context for ITE students, the theoretical framework of symbolic violence, including key definitions and insights, and the theory of individualization as a means to summon personal agency. A methodology that uses an interpretive research paradigm is introduced, the intent of which is to seek to interpret the social world. This approach offers a mechanism by which meaning is constructed by accessing participants’ experiences and their contextual and personal frames of reference. Following university ethics approval a phenomenological approach was used to interpret participant accounts to reveal instances of symbolic violence that victimized and failed four teacher education students. These dominant, endorsed and largely invisible institutionalized practices rendered these students without voice and subject to discriminatory damage.

The findings provide evidence of (a) how adult learners respond to and constantly negotiate their learning practices, and highlight the ways they feel about cultural diversity and discrimination, and (b) how phenomenological analysis of the accounts of individuals’ lived experiences can illuminate predominant findings. In particular the results highlight the unspoken, unquestioned and inappropriate workplace practices and the corresponding agency employed by pre-service teachers as they seek acknowledgement and inclusion.

Keywords: Pre-service teachers, symbolic violence, professional experience, initial teacher education, failure.

Raffles I

Assessing Teaching Performance
Symposium: Perspectives on performance assessment from the field

Colette Alexander, Elaine Sharplin, Tanya Doyle, B Maxwell, Brian Lewthwaite, Snowy Evans, Peta Salter, Claire Campbell, & Chris Walsh.

Ecological Perspectives of the Alignment of ITE Programs through Performance Assessment to the Graduate Teacher Standards

This paper investigates decision-making in the implementation of the Graduate Teacher Performance Assessment (GTPA) in relation to the design of the GTPA through two case studies from the 2016 Pilot. These cases consider the implications of introducing the GTPA into final professional experience for pre-service teachers at two pilot universities; Australian Catholic University and James Cook University. These cases involved the implementation of the GTPA into programs across AQF Levels 7-9, covered primary and secondary contexts, and involved schools across the state, Catholic and independent sectors.

The analysis of the two cases has been theoretically framed by Bronfenbrenner’s (1979) ecological conception of development which situates the interaction of development within a layered analysis of context. In this paper, decision-making surrounding the pilot implementation of the GTPA is analysed as a developing activity within the macro, meso and micro context of the identified ITE programs. In particular, it considers how decision-making in the design of the GTPA in the macro context of initial teacher education (ITE) as higher education and related political reform agendas influences decision-making at the meso level of program design and implementation and the micro level of unit implementation.
The case studies show that the fidelity and fitness for purpose of the GTPA as a measure of teacher performance in relation to the Graduate Teacher Standards is integrally connected to the alignment of these layers of context. It doing so, the retro-fitting of reforms to already established ITE programs in the context of transitioning from the 2012 to 2015 program standards is problematised. Additionally, the case studies highlighted the significant role that front-ending authentic assessment of teacher performance plays in the design, alignment and implementation of the academic and professional experience components of ITE programs.

Anna Du Plessis

*Preservice teacher and teacher educator representations of performance assessment: Discourse analytic method*

Learning to teach and developing a professional identity while becoming a teacher do not occur in isolation. Knowledge construction embedded in real-life experiences creates a metaphorical correspondence between perceptions and lived experiences that underpins preservice teachers’ perceptions of “at homeness” in the teaching profession. This paper offers a platform to voice preservice teachers and teacher educators’ experiences while implementing the Graduate Teacher Performance Assessment (GTPA). Their voices inform, explain, and unveil specific experiences during the preparation for and implementation of a newly developed teacher performance assessment. Research shows that teacher educator and preservice teacher voice and agency are lenses that are often overlooked and which, in fact, have the potential to offer an in-depth conceptualisation of initial teacher education and teacher performance assessment. The preservice teacher voice is presented here through two case studies aiming to share experiences during the GTPA Pilot implementation. Additionally, the teacher educator voice can inform future development of the instrument and critically analyse the implementation of planning and strategies need to be in place for preservice teachers’ success with the GTPA. The teacher educator voice also offers perceptions and expectations bridging the divide between theory and practice in teacher performance assessment. The findings reported draw from the GTPA instrument piloted in 2016. Participants comprised 177 preservice teachers in five teacher education programs and 29 teacher educators across three states in Australia. The investigation contained two one-on-one, semi-structured interviews, pre-implementation and post-implementation interviews during the pilot as well as focus group interviews. It employed an innovative theoretical framing, with a Vygotskian socio-constructivist learning theory supported by Miller’s clinical competency model and Sadler’s assessment theories. The findings offer an in-depth understanding of preservice teacher and teacher educators' experiences with a newly developed teacher performance assessment that aims not only to assess preservice teachers’ preparedness but also ensure the development of preservice teachers as the knowledgeable other in classrooms that impact student achievement.

Joce Nuttall

*The impact of performance assessment implementation on the work of teacher educators*

The Graduate Teaching Performance Assessment (GTPA) is designed to allow preservice teachers to demonstrate achievement of the Graduate level of the Australian Professional Standards for Teachers (APST). It also aims to provide evidence for Initial Teacher Education (ITE) programs to evaluate their effectiveness in preparing preservice teachers. In this paper we argue that implementation of policy reforms in ITE, such as the GTPA, needs to pay close attention to the perspectives of those who implement these reforms at the ground level: teacher educators. This paper reports on an aspect of our program of research allied with the GTPA that attempts to understand the background and perspectives of teacher educators involved in its implementation. In this context we are understanding the 'impact' of performance assessment in the broadest sense: on ITE governance, management, curriculum pedagogy, and assessment, as well as its impact on the day-to-day work of teacher educators. In this presentation we share some of the hypotheses underpinning our current survey research with teacher educators implementing the GTPA and reflect on wider issues of curricular and pedagogical impacts in ITE policy reform.
**Social Program**

**Tuesday, July 4th 2017**

**Welcome Reception ATEA 2017 and ATEA & Springer Book Launch: Teacher Education Policy and Practice – Evidence of Impact, Impact of Evidence**
5:00 p.m. – 6:30 p.m.
ACU Leadership Centre Level 3, Cathedral House, 229 Elizabeth Street, Brisbane.

The Welcome Reception is included for full time delegates and includes a complimentary beverage and light canapés.

Dress: Smart Casual

**Thursday, July 6th 2017**

**ATEA AGM & A-PJTE 2016 Best Paper and Best Reviewer Awards**
5:00 p.m. – 6:00 p.m.
Raffles I
Stamford Hotel
Cnr Margaret & Edward Streets, Brisbane

**Conference Dinner & ATEA Awards presentation**
6:30 p.m. – 9:30 p.m.
River Room
Stamford Hotel
Cnr Margaret & Edward Streets, Brisbane.

Please join members of the ATEA Committee and Executive for a Conference dinner and presentation of the ATEA Awards. Registration for the Conference Dinner is separate from the Full Conference Package. Please ensure that you have registered for the dinner online on [https://lsia.acu.edu.au/atea/registration/](https://lsia.acu.edu.au/atea/registration/).

Dress: Smart Casual

**General Information**

**Conference Registration**

Tuesday 4 July - ACU Leadership Centre Foyer between 9:00 and 9:15 a.m. and 5:00 and 5:15 p.m.

Wednesday 5 July - Stamford Hotel Level 2 Vestibule between 8:00 and 9:00 a.m.

Thursday 6 July and Friday 7 July – Stamford Hotel Level 2 Vestibule between 8:30 and 9:00 a.m.

Delegates are requested to wear their Conference name badges at all times including during the Welcome Reception and Conference Dinner, if you are attending. (Note: The organisers reserve the right to refuse entry for persons present without name badges.)
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